



BROOKLYN COMMUNITY ARTS & MEDIA HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: **13K412**
ADDRESS: **300 WILLOUGHBY AVE., BROOKLYN, NY 11205**
TELEPHONE: **(718)230-5748**
FAX: **(718)230-3050**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13K412 **SCHOOL NAME:** Brooklyn Community Arts & Media HS

SCHOOL ADDRESS: 300 Willoughby Avenue, Brooklyn, NY 11205

SCHOOL TELEPHONE: 718-230-5748 **FAX:** 718-230-5748

SCHOOL CONTACT PERSON: James O'Brien **EMAIL ADDRESS:** Jobrien16

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Erma Rolle

PRINCIPAL: James O'Brien

UFT CHAPTER LEADER: Tiffany Jefferson

PARENTS' ASSOCIATION PRESIDENT: Veronica Edwards

STUDENT REPRESENTATIVE:
(Required for high schools) Joseph Foster

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
James O'Brien	*Principal or Designee	
Patrick Howell	*UFT Chapter Chairperson or Designee	
Veronica Edwards	*PA/PTA President or Designated Co-President	
Erma Rolle	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rosette Beau	Parent	
Joseph Foster	Student Representative	
Safiya Francis	Staff Representative	
Lawanda Greene	Staff Representative	
Jamelia Thompson	Student Representative	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

BCAM is a 5th year small public high school which began in 2006-07. BCAM currently features 9th-12th grades. Our school's commitment is to our students and our families. Our framework and structure is strongly based on the core principles of our partner, the Institute for Student Achievement, and to the New York State Performance Based Standards. This enables us to build a school that has high expectations, possesses shared accountability, and uses inquiry and performance-based instruction/assessment as the primary methods of teaching, learning, and evaluation.

At BCAM, we are well aware that it is not easy being a 21st century teenager. Today's teens have everything at their fingertips, but grow up in an increasingly competitive society in which nothing can be taken for granted. To respond to the challenges and excitement of teenage life, BCAM attempts to provide its students with a small, personalized high school experience that will prepare them for success in the 21st Century.

We rely on a collaborative model that places school, family, and community in constructive partnership. We work with the surrounding local community and beyond to offer students valuable academic, social, creative, and professional experiences. Similarly, we seek to serve as a community hub for our Clinton Hill/Bedford-Stuyvesant Brooklyn community.

BCAM is committed to teaching and learning rooted in active inquiry, analysis and response. Our classes connect concepts and topics to the real world and the lives of our students. Students complete a college-preparatory academic experience that is difficult and challenging, but also structured and supportive. This experience provides our students a range of opportunities when they graduate from BCAM.

In addition, BCAM possesses a focused development in urban arts and media. Instead of simply being consumer targets, our students engage arts and media fields through inquiry-based artistic efforts, professional experiences, and internships. Following a broad range of course experiences, BCAM students develop specialization that provides them different post-high school opportunities.

Ultimately, we believe that BCAM's three-dimensional idea of high school: partnership with family and community; college preparatory, performance-based academics; and professional training in media and arts effectively prepare our students for success in the 21st century.

In conclusion, the following represent our BCAM community beliefs:

B is for Brooklyn, for Bed-Stuy, for where we are and where we're from. B is for believing in ourselves and each other and for becoming better.

C is for community, for commitment, for creativity. C is for accepting life challenges, preparing for college, and affecting positive change.

A is for arts, for academics, and for accomplishment. A is for high aspirations and astounding achievement.

M is for media, for the mind, and for maximizing our true potential. M is for making meaningful messages for the masses.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Brooklyn Community Arts & Media HS				
District:	13	DBN #:	13K412	School BEDS Code:	331300011412

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							81.76		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5							60%		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8						4	5		
Grade 9	109	129	125	Recent Immigrants: Total Number					
Grade 10	84	124	116	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11		93	111				5		
Grade 12			62	Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total	193	346	414				5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions			50		
No. in Collaborative Team Teaching (CTT) Classes		26	56	Superintendent Suspensions			10		
Number all others									

DEMOGRAPHICS

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants		29	63
# in Dual Lang. Programs							
# receiving ESL services only			9	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		23	28
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		6	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		3	5
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			100%
American Indian or Alaska Native		1	1	Percent more than two years teaching in this school			95%
Black or African American		263	379	Percent more than five years teaching anywhere			80%
Hispanic or Latino		46	70				
Asian or Native Hawaiian/Other Pacific Isl.		2	3	Percent Masters Degree or higher			75%
White		4	5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%
Multi-racial							
Male		170	216				
Female		159	249				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)			<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:			<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							

DEMOGRAPHICS

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	64%

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
Student Groups							
All Students				✓	✓		
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities				✓	✓		
Limited English Proficient							
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				5/5	4/5		

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	N/A
Overall Score	56	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Student Performance Trends (per 2009-10 data):

- Our 4 year graduation rate for our 1st graduating class was 63.8%
- 73.9% of our 1st year students earned 10+ credits
- 61.5% of our 2nd year students earned 10+ credits
- 75.7% of our 3rd year students earned 10+ credits
- Our lowest third students earn below these percentages in their credit accumulation
- Our weighted Regent pass rate is low in US History and Global History
- It is high in Mathematics
- It is average in English and Science

Greatest Accomplishments:

- Design and implement our own unit-based academic course curricula, which balance attention to NY State standards, inquiry approach, and Regent exam preparation; an attempt to create differentiation and success for different student styles and skills.
- Disseminate quarterly report cards/conferences and mid-quarter progress reports.
- Utilize a web-based, electronic report card/progress report that is more efficient and effective in maintaining and disseminating student grades.
- Possess grade-specific Advisory program which supports small groups of students academically and socially with a key grade-team teacher
- Implement semester-ending final exams and Regent exams with a cross disciplinary grading process which provides rigor and data assessment.
- Provide Science class curricula that utilizes hands-on labs and experiments without real Science labs, with our own purchased lab equipment and resources.
- Provide literature-based English classes that include teen relevant, important African-American, and "classics" authors.
- Provide inquiry-based History program utilizing past/present analysis perspective and Facing History resources/curricula.
- Implement Empowerment required assessments and beginning to utilize them to inform teaching/learning/data, including our own Do Your Own (DYO) assessments in Math, English and grade-specific Inquiry Studies that respond to grade-team defined issues.
- Utilize a comprehensive model for students with special needs, including CTT model in English, Math, Science, core academic classes; continued high standard of IEP review; and de-certification of certain students identified as ready.
- Hold weekly meetings with grade teams, department teams and school cabinet to provide inclusive, shared leadership structure
- Hold weekly meeting with Special Education Department in order to maintain compliance for students' IEP's and maximize student support structures/processes.
- Implement a credit-recovery program during elective time wherein students forfeit electives in order to make up academic course-work. This, combined with comprehensive summer school program, and independent study outlets, seeks to maintain viable promotion process.
- Utilize academic departments and department chair structure that includes weekly meeting time; curricular development; outlined leadership duties for chairs.
- Utilize America's Choice Ramp Up Literacy program to support struggling readers in 9th and 10th grades.
- Implemented split English and Math classes to shrink class sizes and provide more focused instruction
- State of art science labs now fully functioning that allow for sophisticated 11th and 12th grades Chemistry and Forensic Biology courses.
- Utilize committee structure with monthly committee meetings of the 5 BCAM committees which further contributes to shared leadership structure

- Maintain college preparatory culture not only in classes but via field trips, travel, CCC, partnership work.
- Created via a 2 year pilot grant a comprehensive college preparatory structure in all 4 grades
- Provide a comprehensive elective program that includes academic, creative, and PE/health courses
- Present a quarterly “Day/Night to Shine” community event that combines fundraising, awards, creative/academic demonstrations and performances
- Have become a renowned film/video school with award-winning documentaries and a growing culture of documentary film production.
- Regularly exhibiting visual art work in community, including MOCADA Museum and YMCA
- Provide regular partner presence in core academic classes, including SPI in English/Art; Behind the Book author visits following reading of their novels; Hip Hop Theater Network co-teaching of Humanities unit; Facing History resources/materials in History units
- Only lost 3 staff in 3 years—2 to required family circumstances. Thus, almost 100% retention of staff.
- Utilize a completely staff-led hiring process driven by staff other than administration.
- Invented and now utilize Career, College, Creativity Center that has become lynchpin of student future orientation development via teen issues curriculum, internship program, partnership building, and college exposure.
- Implement dominantly student-led BCAM Yearbook publishing process that culminates in yearly publishing of annual BCAM Yearbook in June.
- Utilize interactive and useful BCAM Website that provides information; highlights academic, creative, professional work; and functions as hub for whole community
- Utilize self-contained BCAM email system wherein every staff member possesses BCAM email to communicate efficiently, effectively regarding BCAM business

Significant Aides:

- Staff of teachers have honed effective curriculum and methodology
- Teachers have engaged teacher-led instructional PDs once/month
- Administration has a clear vision for the future development of the school
- Counselor work and advisory program to support social emotional needs of students
- Students are articulate and confident and value high expectations school has for them
- School system of accountability has improved attendance and arrival timeliness
- Discipline policies and actions have strengthened school’s accountability
- 11th/12th grade students receiving semi-individualized programs
- Moving towards a standardized grading policy
- Data is used well in identifying underperforming areas and needs of special education students
- The curriculum has strong focus on arts and media and provides broad and balanced learning experiences
- Teamwork and collaboration are strong elements of the school
- Parents appreciate accessibility of staff and access to their students’ education
- School possesses committed, hard working, dedicated staff.
- Partnership with educational partner Institute for Student Achievement (ISA) provides us with network of schools and collegial work with other staffs: principals, PD for Counselors, Teachers via summer and winter Institutes.
- ISA also provides us once a week services of a school coach who mentors administration as well as support staff and helps grow the school.
- ISA/Gates monies provide financial opportunities for school to provide electives, extended day centers, college trips, etc.
- Adding specific writing protocols in Math and across disciplines (journals, homework that includes analyses)

- Creation of standardized classroom notebooks/binders in virtually every academic class, with separate sections for parts of class: class work, homework, etc

Significant Barriers:

- Students arrive to BCAM with low standardized academic skills (80% 1s and 2s), erratic attendance, and poor work habits
- Students begin high school with academic qualities which lead to low Regents exam scores and low pass rates.
- The lack of a formalized goal-setting process so that each grade, department and student knows for what they are aiming
- We still struggle with integrating Regent preparation and inquiry curriculum
- High aspirations and multiple dimensions continue to, at times, create over-extension and difficulty in maintaining focus on core priorities of academic excellence and student support.
- Significant proportion of students with special needs, as well as significant diversity in student skills and styles, requires continued refinement of student support, CTT model, enrichment opportunities and differentiation to support all our students.
- Space constraints still an issue as we share building with 3 other schools. Thus, this makes difficult our ability to successfully carry out our comprehensive 3-dimensional program of academic, creative, professional development. Shared space with multiple schools makes difficult use of shared spaces: gym, auditorium, studios, library.
- Specific location of school creates certain risk/violence issues for our students with affiliations different than community, and for those who travel into this community.
- Small school budget makes difficult purchase of and addressing of specific students needs: ESL, speech
- Continued difficulty maintaining consistency with behavior management/discipline as our school grows and our students know well holes and gaps in system.
- School growth makes that much more important staff, administration collaboration and communication. There is certain sentiment that decision making too school cabinet-focused and staff not informed enough around policies, decisions.
- Must standardize and create more norms around classroom components, processes, and assessments. Currently, still too much individuality across classes. Must create balance of standardization and individuality.
- Continued attendance challenges from students with high needs, tough situations, and long commutes.
- Resources and technology must grow with growth of school. Computer lab, carts, etc. must be finished and acquired to allow for competitive experience for students. Same with curricular resources.

Ongoing Goals:

- Continued and improved communication, collaboration and decision-making between administration, staff, students, community around all facets of school development via cabinet, departments, grade-teams, whole staff meetings, SLT, Parent-Teacher Association, committees.
- Continued refinement of BCAM academic, creative, professional rituals/systems/structures, as well as subtraction of excessive or unnecessary components.
- Continued refinement of Advisory-Fam program to maximize staff/student connections and impact, especially in academics and the development of student accountability and future orientation
- Continued refinement of community culture/behavior system, including more consistency, coherent chain of process, clear expectations, clear school mission/identity
- Continued work to make more explicit and regular the use of data and assessment to inform academic quality and teaching/learning

- Continued refinement of CTT model of support for students with special needs and classrooms with heterogeneous student groups.
- Development and finalization of a clear 4-year student course/experience program which outlines requirements, multiple pathways, differentiation and options and drives hiring and programming.
- Continued refinement of our elective program so it becomes less a potpourri of options and more about specialization, long-term growth, and purpose.
- Development of a clear and useful literacy across curriculum program to support our differentiated literacy skills.
- Development of increased individualized class offerings, programs that are driven by 4 year graduation requirements
- Improved and more consistent outreach to, involvement with, and opportunities for BCAM families beyond family conferences and special events (committees, SLT development, etc.)
- Making most use of small school environment to encourage shared identity, accountability, common mission, and empathy
- Improved implementing of structured staff PD that balances school/classroom identified priorities with individualized foci that allow staff to fulfill individual potentials, as well as continued development of department/grade team opportunities for collaboration, PD work together.
- Implementing professional development protocols/structures around communal assessment of student work and staff peer feedback and support.

SECTION V: ANNUAL SCHOOL GOALS

1) To achieve 80% school-wide course pass and 80% grade promotion rate by June, 2011

2) To have by June, 2011 the following:

- 90% of 9th graders take 1 Regent exam and 50% pass at least 1 Regent exam
- 90% of 10th graders take 3 Regent exams and 50% pass at least 3 Regent exams
- 90% of 11th graders take 4 Regent exams and 50% pass at least 4 Regent exams
- 90% of 12th graders take 5 Regent exams and 70% pass at least 5 Regent exams

3) To have 90% of our students experience formal academic/creative/professional preparation by June, 2011, in the following ways:

- Completion of at least 1 end of unit academic artifact
- Each student to have an ongoing Graduate Portfolio
- Each student to Participate in BCAM Advisory-Family program

SECTION VI: ACTION PLAN

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve 80% school-wide course pass and 80% grade promotion rate by June, 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Utilize grade-specific Advisory and grade-team structures as central locations to stress grades, develop action plans with students and overall prioritize academic progress of students • Complete semester Regent exams which are then graded by whole staff across discipline and developed into formal data and instruction information • Utilize regular “Collaborative Student Review (CSR/Kid talk)” and “Peer Consultancy” protocols to formally strategize about struggling and/or special needs students and instructional challenges • Utilize backward-design planning and course/unit/weekly course templates for course classes • Implement 2 days weekly extended day “Academic Center” program whereby departments provide tutoring, small group instruction, and assignment work completion • Principal and AP lead support-oriented observation/feedback/evaluation process with all pedagogues, and emphasis on new and struggling teachers • Implement formal mentoring program of new pedagogues • Implement whole-staff critical-friends curriculum/instructional peer sharing/visitation/feedback • • Implement multi-faceted PD program: differentiated curriculum, instruction, assessment • Issue 8 yearly grade reports: 4 progress reports, 4 quarterly report cards • Implement comprehensive credit-recovery program including elective, after-school and Saturday • Implement Department Chair and Grade Team Leader organizational structure to support department and grade specific instructional priorities • Utilize electronic/Internet-based Teacher-Ease grade and report-card program which efficiently captures assignment and grade progress of students and is accessible to entire BCAM community including parents via Internet
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Allocate for technology, materials to support instructional practice • Allocate for external PD opportunities • Allocate for DYO/Inquiry Project PD opportunities materials • Allocate for credit-recovery program • Allocate per session for extended day academic centers • Allocate scheduling changes for quarterly conferences

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>See above, which explains indicators</p>
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To have by June, 2011 the following:</p> <ul style="list-style-type: none"> • 90% of 9th graders take 1 Regent exam and 50% pass at least 1 Regent exam • 90% of 10th graders take 3 Regent exams and 50% pass at least 3 Regent exams • 90% of 11th graders take 4 Regent exams and 50% pass at least 4 Regent exams • 90% of 12th graders take 5 Regent exams and 70% pass at least 5 Regent exams
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Complete semester Regent exams which are then graded by whole staff across discipline and developed into quantifiable data and instruction information • Issue 8 yearly grade reports: 4 progress reports, 4 quarterly report cards, which serve as student and instructional data • Utilize regular “Collaborative Student Review (CSR/Kid talk)” protocol to discuss and strategize about struggling and/or special needs students • Utilize backward-design planning and course/unit/weekly course templates for course classes that result in skills and assessments that model Regent competencies • Principal and AP lead support-oriented observation/feedback/evaluation process with all pedagogues, and emphasis on new and struggling teachers • Implement whole-staff critical-friends curriculum/instructional peer sharing/visitation/feedback process • Implement mock Regent experiences in academic classes taking Regent exams • Implement formal mentoring program of new pedagogues • Implement multi-faceted PD program (internal, external) around differentiated curriculum, instruction, assessment • Implement comprehensive Regent Exam Preparatory curriculum during electives and extended day after-school and Saturday • Implement Department Chair and Grade Team Leader organizational structure to support department and grade specific instructional priorities around Regent exams

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allocate for technology, materials to support instructional practice • Allocate for external PD opportunities • Allocate for PD opportunities by school partner organization • Allocate for Inquiry Project PD opportunities materials • Allocate for staff per session grading/preparation • Allocate for Regents Prep/credit-recovery program • Allocate for Extended Day department centers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>See above, which explains indicators</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To have 90% of our students experience formal academic/creative/professional preparation by June, 2011, in the following ways:</p> <ul style="list-style-type: none"> • Completion of at least 1 end of unit academic artifact • Each student to have an ongoing Graduate Portfolio • Each student to Participate in BCAM Advisory-Family program
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Transition Advisory-family program to grade-specific groupings that match students with Advisors that teach them in their grade • Continue to ingrain college preparatory mechanisms, plans, structures into Advisory and academic classes per College Knowledge 2-year grant • Continue curriculum that is age/grade/focus appropriate, including Critical Teen Issues curriculum for 9th/10th grades and Future Orientation curriculum for 11th /12th grades • Implement unit driven academic portfolio exhibition ritual to BCAM instructional framework • Continue various partnership-driven curricular and programming elements via electives and special projects • Continue quarterly 9th/10th grade Tues/Thurs elective program include offerings of specialized art, PE, and academic electives • Continue College, Career, and Creativity (CCC) Center which includes student internship, partnership, special project, and student opportunities management • Continue club/team/class extended day program after-school that includes at any given time 5-10 credit-bearing opportunities

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allocate for special curricular projects • Allocate for per staff session for teaching/management of special projects • Allocate for community educators and BCAM staff to teach electives • Allocate for elective resources, materials, and curriculum • Allocate 1 Comm. Associate line for CCC Director position • Allocate for Advisory and Internship curriculum, materials and infrastructure • Utilize College Prep and College Inquiry grants received
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>See above, which explains indicators</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	50	50	35	35	10		20	10
10	45	45	30	30	10		20	10
11	40	40	30	30	10		35	10
12	30	30	25	25	20		25	10

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>All AIS Disciplines and Grades:</p>	<p>2 days a week, all students identified as at-risk of failing classes, or those who have failed the previous academic quarter are required to attend 60 minute extended-day grade-specific Academic Centers where they work in small groups to develop academic skills, make up missed work, and prepare for Regent exams. The centers are hosted by a rotating group of 3 grade academic teachers and strong mentor/tutor students.</p>
<p>ELA:</p>	<p>2 of our 4 9th grade, and 2 of 4 10th grade English cohorts are split into smaller groups, with the IEP students receiving small group English instruction from Special Educ. Teacher while rest remain with the Gen. Ed. Teacher. The other 2 cohorts receive CTT English instruction. Our 9th grade students take an additional 2-day-a-week course called Academic Success, which is a literacy and literature intensive course. This results in 6 periods a week of English. 9th graders and 10th graders identified as multiple grades below grade level in English take 2 days a week of Ramp Up Literacy curriculum to improve literacy and skills. Our 10th grade students work twice a week for an hour during our elective period. Rather than the students taking an artistic elective the students' work in a small group model to build on the skills they need the most help in. This class is taught by a creative writing instructor who is teaching the students skills, but in a creative way.</p>
<p>Mathematics:</p>	<p>Our 9th-11th grade students with special needs receive CTT Math instruction. A mixed group of 10th/11th grades receive remedial small group instruction A small group of 12th grade receive remedial small group instruction Our 10th grade students work twice a week for an hour during our elective period. Rather than the students taking an artistic elective the students work in a small group model to build on the skills they need the most help in. This class is taught by our 2 math teachers. This class is to help build skills as well as test taking strategies to pass the Math Regents. 1 extra day per week, the Math Department tutors at-risk students on Regent preparatory skills</p>
<p>Science:</p>	<p>Our students with special needs receive CTT instruction in 9th-11th grades</p>
<p>Social Studies:</p>	<p>Our 9th and 10th grade students with special needs receive instruction with an assigned para-professional Our 11th grade students with special needs receive CTT History instruction. 10th-12th grade students receive small group, remedial, and Regent preparatory instruction from a</p>

	CTT teacher.
At-risk Services Provided by the Guidance Counselor:	For all 4 grades Guidance Counselors enter grade data directly into High School Scheduling and Transcripts (HSST) database on a 4 cycle system to generate student transcripts. Guidance Counselors provide the opportunity through Advisory groups for students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR). Further 1:1 conferences are offered for students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school. Guidance Counselors and Administration meet with families of students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention.
At-risk Services Provided by the School Psychologist:	School Psychologist is part of the MS117 building School-Based Support Team (SBST) and supports the 5 schools with students with special needs through Individualized Education Program (IEP) triennial meetings where the student, family, and school personnel provide written feedback on the student's progress toward academic goals.
At-risk Services Provided by the Social Worker:	School Social Workers maintain a regular caseload of both mandated students and referrals for students who are in crisis or are at-risk, and convene individual and/or group counseling sessions. School Social Workers take part in family and/or social service agency meetings to address the needs of students and families who are at-risk and provide referrals/follow through when necessary. School Social Workers take part in grade team, interdisciplinary Kid Talk and IEP meetings case conferencing regarding students who are at-risk behaviorally and/or academically and follow through with planning student interventions. School Social Workers also convene mediations for students who are involved in conflict either in school or at home.
At-risk Health-related Services:	Our building has a full service medical facility that provides services, counseling and referrals for a variety of at-risk health related issues, including teen sexual activity, pregnancy, disease, abuse, and neglect. We work directly with the office via referrals and collaboration.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s): 9-12 **Number of Students to be Served:** 9 LEP Non-LEP

Number of Teachers: 8 Student Support Teachers **Other Staff (Specify) :** 1 ESL Teacher 3-4 days per week

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	James O’Brien	<i>ESL Teacher:</i>	Andreea Calin
<i>Assistant Principal:</i>	Samantha Exantus	<i>Special Education</i>	Jessica VanScoy
<i>Guidance Counselor:</i>	Brenda Lyons		
<i>Content Area Teacher:</i>	Crystal Belle		
<i>Content Area Teacher:</i>	Panayiota Theodoropoulos		

II. Teacher Qualifications

BCAM has a staff servicing the ELL population consisting of 8 permanent licensed student support teachers, 20 content area teachers and a fully certified ESL teacher who works on our staff 3-4 days per week.

III. ELL Demographics and School Description:

BCAM is located in the Clinton Hill/Bedford-Stuyvesant section of Brooklyn, New York. At present, the school shares the same building with 3 other schools: Kappa Middle School, Brooklyn High School of

Community and Leadership, and PS369. However, each school has developed its own organization, its own entrance and exit. In addition, all schools share the library, cafeteria, schoolyard and the gymnasium. 80% of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

BCAM has a student population of 420 students from culturally diverse backgrounds whom are mostly from African-American and Afro-Caribbean backgrounds and English as their first language. Our English Language Learner population is about less than 2% of the total population. We offer freestanding ESL services to entitled general education and special education students. We have 9 students identified as ELLs.

Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. BCAM is proudly to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, BCAM provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, certain members of our school community are bilingual and ensure communication between the school and the home.

Current English Language Learners Instructional Programs

BCAM implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years. The specific goals of BCAM's ESL program are:

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 9 students. They range from Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push In assistance in their classroom. Our ESL teacher is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Literacy Workshop Model. This includes the use of high interest / low level texts and also texts to improve literacy across the curriculum. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Extended Day Electives:** Our elective program offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art, media, PE, and dance are offered. Attendance rates are at over 90% for this outreach program.
- **Extended Day Academic Centers:** Our twice/weekly academic centers offer remediation and support in all major academic disciplines. Students attend and are supported by core and support service teachers.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. After review the NYSESLAT data, the patterns reveal were:

- Most of our ELLs are proficient in Listening and Speaking; thus, they need less instructional support with modalities.
- The Reading and Speaking modalities is holding them back; thus, the academic intervention is focused more on these modalities.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- ELLs that took the New York State English Regents exam passed it, but former ELLs scored higher.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations).

Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the America's Choice Literacy and math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- Academic center and elective classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Department Chairs works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In all relevant classes, ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

Plan for New BCAM ELL Students

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Meeting with administration
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the elective program and extended day activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Formal ELL assessment with our ESL teacher
- Home school communication.

Plan for Long Term ELLs

As long terms ELLs are prevalent at BCAM, our action plan for this group involves:

- An extended day program, targeting reading and writing twice during the week.
- Using elective time to target specific needed skills
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the America's Choice Literacy and Math to enrich their language and academic skills

Plan for Special Needs Students

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our elective program.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ESL ___ Both
11: 9

Number of LEP (ELL) Students Served in 2010-

Curricular/Instructional Program for ELLs

- Our small number of ELL students follow the same academic program as all other students, which consists of a full schedule of NY Standards-based Mathematics, Science, English, History, Language, and Spanish. In addition, Media-based Art is considered a core academic subject at BCAM, and thus ELL students take full Art curricula in 9th grade and 11th grade, with integrated Art curriculum in 10th and 12th grades.
- BCAM implements a Balanced Literacy/Workshop model in its English classes to support all students, including our ELLs. This allows ELL students to gain comfort with English-literacy in a low-stakes environment complementing their academic work.
- An important BCAM commitment is to infuse reading and writing into every discipline, including math, science, and professional focus courses. To this end, all 9th grade students, including ELL students, take a 2 day per week course called Academic Success with Kaplan curriculum specifically geared towards developing diverse academic subject literacy.
- In addition, ELLs fully participate in our Specialized Elective Program, which provides students a range of art, PE/ health, and academically-oriented enrichment opportunities 2 times weekly for credit. These classes include: animation, advanced drawing, graphic design, hip-hop emceeing, music studio production, documentary filmmaking, among many others, with new electives created each quarter. These classes are of particular importance for ELL students in that they provide high interest classes that still employ development of academic, artistic, and physical/movement literacy, which we feel helps ELL students develop competencies in diverse settings.
- Our ESL students are placed in student cohorts with other CTT students. Thus, they participate in Math, English, and Science classes that possess the CTT model of 2 teachers collaborating around curriculum and instruction. Further, their History, Art, and Language classes possess para-professionals that assist core academic teachers. This structure is supervised by our AP, who is a trained teacher and administrator of students with special needs.
- BCAM's primary instructional priority is to create authentically differentiated classes that differentiate not only instructional strategies, but also classroom structures, student groupings, curricular content and formal and informal assessments. BCAM utilizes a backward planning model of curriculum development and every class unit, regardless of subject must possess differentiated content, activities, assessments that support different learning styles and literacy levels, which particularly supports our ELL students.
- BCAM staffs a certified ESL teacher to serve our ELL students. This ESL model consisted of 3-times weekly directed ESL instruction to our small group of ELL students using ESL materials, as well as regular support of their core academic program during extended day tutoring.
- BCAM attempts to follow all ELL-related mandates, and last year our ELL students took the NYSESLAT exam.
- There are numerous extra-curricular activities available to all BCAM students, including ELLs. These seek to foster further inclusivity into our school, and include: 1) competitive Athletics providing a range of team opportunities young mens/womens PSAL basketball, football, and baseball, softball, track and soccer clubs; 2) extra-curricular clubs/advanced academic courses in advanced Mathematics, student council, College Now, student publishing, Spirit Squad dance, and design club; 3) the BCAM Internship program which is designed from start-to finish to provide students opportunities to put their work skills to use, including searching for jobs, writing resumes, researching sites, interviewing for positions, and then completing an internship at a particular site.
- BCAM seeks to provide many opportunities for ELL families, just like all BCAM student families to participate in their student's education. They include: BCAM families required to attend grade conferences 4 times annually; receiving quarterly grade reports 4 times yearly, and mid-quarter progress reports also 4 times for a total of 8 grade reports each year; being encouraged to participate in semesterly academic exhibition presentations; committee participation in form of BCAM School Leadership Team and BCAM

Parent-Teacher Association; having full, daily access to our electronic grade and student progress system and website information.

- BCAM provides a 2-day summer orientation for all newly enrolled BCAM students, including ELL/LEP students. This orientation includes immediate modeling and experiences in school academic experiences, school culture, and Advisory as well as presentations to students/family about expectations, rules, and school systems. In addition, all newly enrolled students must complete a summer literacy-based assignment to formally assess student style and levels.
- BCAM Staff Development seeks to create ongoing and systematic opportunities for emphasis on the State learning standards and high impact differentiated and academic language development strategies. Our PD program includes: curricular/instructional best practices with the priority on differentiated instruction; summer/winter instructional institutes with our school partner ISA; opportunities for attendance at professional conferences and workshops; once-weekly departmental meetings around department-specific curriculum, instruction, student support; once weekly grade-team meetings around grade-specific curriculum, instruction, student support; a critical-friends structure of peer work together around curriculum, instruction, and students support.
- The other support structures available to ELLs include: Extended Day Department Centers, which include tutoring, class/homework, and small group mini-lessons provided 2 days a week for all students but required for students performing below standard and for students in need of focused assistance; small group instruction during regularly scheduled periods to provide extra support on class curriculum and to work in a focused manner on skills specific to individual student needs; BCAM Academic Friend System whereby students identified as having special needs are paired with a student peer for additional support; the CCC Resource Center is BCAMs space where students explore creative, career, and college opportunities, while building tools to support their lives both inside and outside of school. Students do a variety of college and career preparatory activities in the CCC, and work on their autobiographical portfolios, which is a set of year by year action and product deliverable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program 1	Bilingual Program	ESL Program			
						1

Part D: CR Part 154 – Sample Student Schedules

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

English	Art	Math	Math	Science
Science	Global	Science	Science	Math
Math	Spanish	Global	Art	Art
Art	ESL-Acad. Succ.	English	ESL-Acad. Succ.	Global
Global	English- ESL		English- ESL	English

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient

Professional development is provided by school staff, community learning support personnel organization.

- ESL regularly attends external ESL workshops and PD sessions
- the literacy needs of our ELL population within the prescription of the America's Choice Program.
- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - ESL in the English and Mathematics classroom

Form TIII – A (1)(b)

School: K412 BEDS Code: 331300011412

**Title III LEP Program
School Building Budget Summary**

We Do Not Have any Title III funds.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Part A: Needs Assessment Findings

- All our new families participate in a full school orientation before students begin school. They meet with administration, counselors, and parent coordinator where their language needs are assessed.
- We require our families to participate school events a minimum of 8 times per year, and are constantly in contact via various outreach. Thus, we believe we know our families know informally their translation and interpretation needs. We plan to, however, engage in formal and comprehensive needs assessment regarding these needs (See below).
- Our families are dominantly English speakers and readers. We have a small percentage of families that speak/write Spanish as a primary language. Further, we have a small percentage that speak/write in various African and Caribbean languages/dialects including French and Creole.

Part B: Strategies and Activities

- Our school provides written translation services for all required school documents. We will first create a mechanism to utilize staff and parent volunteers. If this system becomes overly inefficient or problematic, we will switch to the DOE's translation services process.
- Our school provides oral interpretation/translation services in-house by school staff, as well as parent volunteers.
- Our school will fulfill these requirements via the following assessment and action steps:
 - a. Our parent coordinator will head-up a committee regarding this mandate. She will manage the following actions.
 - b. We will assess and gain translation/interpretation needs via a mailed needs assessment document, as well as providing students the document to take home. In addition, this document will be disseminated to families at our next whole school parent/teacher conference days.
 - c. Once a clear identification of these services has been made, the committee will identify staff and parent volunteers to take care of verbal and written translation/interpretation requirements listed above.
 - d. We will further determine if a DOE or outside agency is needed for this mandate.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$324,278	\$62,251	\$386,529
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,248	0	\$3,248
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,214	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$62,916 (AP Salary)	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

BCAM Parental Involvement Policy

- Parents will be involved in the planning, implementation, evaluation and continuous improvement of programs funded through Title I money in the following ways: 1) Collaboration with the School Leadership Team and Parents' Association in terms of options and decisions regarding the use of Title One Money; 2) Communication, through 2 time quarterly letters, website information and other material sent out to families, that is pertinent to the planning, implementation and outcomes of programs funded with Title One monies

- Parents and schools will share responsibility for student achievement in the following ways: quarterly family conferences around report cards, and receipt of mid quarter progress reports. By participating in each of these benchmark events jointly as a school-family partnership, the school and parent are joined in raising student achievement student by student
- Parent/Teacher Association Meetings are held monthly at a consistent time. In addition, a flexible schedule on both the principal's part and on the part of each child's teacher and advisor is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with administration, counselors and teaching staff at a time that is mutually convenient to. Concerns and issues will be communicated with the principal on an as-needs basis.
- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: monthly letters, quarterly report cards/conferences, mid-quarter progress reports, and ongoing grade and assignment information via our online accessible Teacher-Ease system. We also have the following events to ensure that parents understand curricular goals in each classroom: Curriculum Night and Night to Shine events.
- All concerns regarding the use of Title One Funds should be directed to our Business Manager and Parent Coordinator and will then go through the proper channels to reach the principal of the school and, if necessary, the Network Leader
- The school is committed to providing all written and oral communication to parents in both Spanish and English, and French when necessary.

BCAM School-Parent Compact

TO BE INSERTED FROM COMMUNITY HANDBOOK

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

The following is BCAM's comprehensive instructional framework that seeks to accomplish the required goals:

- BCAM Classes are heterogeneous to accommodate student styles & skills. Students work individually and within whole class and small group structures.
- BCAM utilizes the following Habits of Learning to frame and guide its curriculum and instruction: Viewpoint, Evidence, Analysis, Connections, Creativity, Organization, Focus, Cooperation, Revision, and Courageousness
- BCAM learning is rooted in an inquiry approach that links questions, concepts, and topics to sense-making and real world application. Student use research, concept-connections and critical thinking. We utilize a layered approach that builds on students' pre-existing understanding, connects factual knowledge, mastered skills, and previous understanding. Inquiry approaches often connect across academic disciplines as well as skills, concepts, topics, and performance.
- Unit-Driven Curriculum: At BCAM, strong academic units possess the following qualities:
 - differentiated learning styles and levels
 - use of prior knowledge

are archived and utilized again
produce specific academic products
result in further inquiry and lasting knowledge
show that content, skills, and competencies are of equal importance
display high expectations and strong supports
connect personal knowledge to a world view
work to solve and pose problems
are cross-disciplinary and collaborative
include pre-assessment
possess embedded literacy instruction

- Multiple Forms of Assessment: Many academic units culminate in portfolio exhibitions, which are written, visual, and oral displays of mastery and understanding of a topic or unit of study. A few examples of BCAM exhibitions are: speeches, reports, debates, performances, role playing, games, drafting & revision, labs/experiments, team work/problem solving, team exams, students teaching, active quizzes, unit/semester exams
- Quarterly Grade Reports and Mid-Quarter Progress Reports: BCAM issues grade reports and holds parent conferences each 9-week quarter. In addition, mid-quarter progress reports are issued to inform students and families of ongoing progress.
- Emphasis on Literacy: BCAM's English curriculum is rooted in an adapted balanced literacy/writing workshop model to develop effective literacy. In addition, BCAM Book Time is a structured independent reading program in which students strive to read 15 books per year. An important BCAM commitment is to infuse reading and writing into every discipline, including math, science, and professional focus courses.
- Curriculum Alignment with State Standards: BCAM's four-year curriculum mapping process, as well as our course and unit development, utilizes the state/city standards as essential goals that guide our work. These standards inform what we wish students to know, do and accomplish.
- In-Class Regents Preparation: Students are required to pass the 5 primary Regents exams. Our courses provide regular exposure to Regents content, skills, and competencies.
- Intensive College Preparatory Focus:
 1. Comprehensive partnerships with college and universities: BCAM has partnerships with colleges/universities through school-based programs, site programming, and external student opportunities.
 2. College/future exploration and preparation: Our students build skills and explore higher education opportunities by working with college students, visiting campuses, learning about college resources, developing goals, and going through the application process.
 3. 3 types of college preparatory courses for BCAM students: College Now Classes are seminar style HS level classes. Bridge Courses are college-level classes for HS students held on a campus. College Credit Courses provide students college credit.
- Intensive Arts and Media Professional Focus: Students develop their arts/media professional focus through courses that elicit inquiry-based, project-driven work and artistic skill development. Classes inquire into topics and ask students to develop a body of their own artistic work.
- External Internships: All qualifying BCAM students complete a minimum half-semester internship at an agency/business/organization, or with a professional. Internships function as apprenticeships with real responsibility, mentorship, and inquiry projects.

- BCAM Student Support System: BCAM is committed to collaborative and close support of our students. While we have high expectations for all, we also realize that students deserve multi-faceted supports, including:
 1. Extended Day Department Centers: Tutoring, class/homework, and small group mini-lessons are provided 2 days a week for all students, via our Academic Department Centers. Such support is required for students performing below standard and for students in need of focused assistance. It is encouraged for all BCAM students.
 2. Resource Room Support: Students in need of special academic supports receive small group instruction during regularly scheduled periods. This small group instruction is two-pronged: 1) to provide extra support on students regular class curriculum; 2) to work in a focused manner on skills specific to individual student needs.
 3. Collaborative Team-Teaching and Push-In Support Models: We utilize a collaborative team teaching structure in certain classes to best serve our students with special needs. Since our classes are block-scheduled, students are programmed in a manner whereby our special education staff collaborate with academic discipline teachers to best serve our special needs population. CTT is complemented by a push-in model of special needs support. Special education and ESL teachers support individual or small groups of students with in-class assistance, mini-lessons, and adaptation of the curriculum.
 4. BCAM Academic Friend System: BCAM students identified as having special needs are paired with a student peer for additional support. These peer mentors are trained to serve as an academic friend and support his/her peer on curricular concepts, assignments, and projects.

1. Instruction by highly qualified staff.

The following are BCAM mechanisms that seek to ensure that we provide instruction by highly qualified staff:

- English/Math DYO Periodic Assessments which provide quarterly formal assessments tied directly to our curriculum.
- Semesterly Regent exams which are then graded by whole staff across discipline
- Collaborative staff schedule including Wednesday afternoon PD, grade, committee meetings and aligned department schedule allowing for weekly department meetings
- Regular “Collaborative Student Review (CSR/Kidtalk)” and “Peer Consultancy” protocols to formally strategize about struggling and/or special needs students and instructional challenges
- Backward-design planning and course/unit/weekly course templates for course classes
- Principal and AP lead support-oriented observation/feedback/evaluation process with all pedagogues, and emphasis on new and struggling teachers
- Whole-staff critical-friends curriculum/instructional peer sharing/visitation/feedback
- Formal mentoring program of new pedagogues
- Multi-faceted PD program: differentiated curriculum, instruction, assessment, including targeted PD programs around DYO assessment and Inquiry project processes
- 8 yearly grade reports: 4 progress reports, 4 quarterly report cards
- Department Chair and Grade Team Leader organizational structure to support department and grade specific instructional priorities
- Regular workshops wherein staff is exposed to IEP goals of special needs students, and develop mechanisms in which staff utilizes this exposure to inform instructional practice

2. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

BCAM high quality professional development for all its staff/family constituents is summarized as the following:

- BCAM Staff Development seeks to create ongoing and systematic opportunities for emphasis on the State learning standards and high impact differentiated and academic language development strategies. Our PD program includes: curricular/instructional best practices with the priority on differentiated instruction; summer/winter instructional institutes with our school partner ISA; opportunities for attendance at professional conferences and workshops; once-weekly departmental meetings around department-specific curriculum, instruction, student support; once weekly grade-team meetings around grade-specific curriculum, instruction, student support; a critical-friends structure of peer work together around curriculum, instruction, and students support.
- In addition, pupil services personnel and other support staff engage in the same PD structures as described above, but in their own disciplines.
- One aspect that we do need to improve upon are the workshops and professional development opportunities we facilitate for parents beyond those provided to SLT and PTA, which are provided ongoing professional opportunities. We must offer opportunities to our parents not on such committees, but school-wide.

3. Strategies to attract high-quality highly qualified teachers to high-need schools.

BCAM seeks to attract high-quality highly qualified teachers through the following mechanisms:

- Convening a staff led "BCAM Hiring Committee" each winter/spring
- Multiple forms of and destinations for outreach: DOE Open Market, school partner HR services, education lists serves, various partner and local teacher education programs, Fellows program, Teach for America, targeting organization that train and house teachers sharing/identifying with our student backgrounds and experiences
- Committee reviews of resumes and professional documents
- Protocol driven 5 step screening process: group professional discussion, short sample lesson, initial interview, sample lesson with BCAM students, intensive interview , Committee review of rubric results of 5-step process, Presentation of committee reviews to whole staff or specific departments, consensus-driven decision making
- The use of widely published, disseminated, and presented curricular and program artifacts, performances, exemplars to attract candidates

4. Strategies to increase parental involvement through means such as family literacy services.

BCAM Family Involvement Program and Philosophy:

- BCAM and our families are not just partners in education, we are a community. The best model of educating and preparing our students for successful young adult life is through constant communication and collaboration between home and school.
- BCAM families required to attend grade conferences 4 times annually.
- BCAM families receive quarterly grade reports 4 times yearly, and mid-quarter progress reports also 4 times for a total of 8 grade reports each year.
- BCAM families are often encouraged to participate in the exhibition displays, project work, and advisory experiences of students.

- BCAM families encouraged to tutor and support BCAM enrichment programming.
 - BCAM families have multiple opportunities for leadership and to support leadership: BCAM School Leadership Team, BCAM Parent-Teacher Association, family committees on events, student attendance, home support
 - BCAM families are the most important piece in making sure our students arrive on time each morning ready to have a successful, productive day.
 - BCAM families must provide regular, quiet space for our students to complete homework.
5. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

6. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- BCAM Staff Development seeks to create ongoing and systematic opportunities for emphasis on the State learning standards and high impact differentiated and academic language development strategies. Our PD program includes: curricular/instructional best practices with the priority on differentiated instruction; summer/winter instructional institutes with our school partner ISA; opportunities for attendance at professional conferences and workshops; once-weekly departmental meetings around department-specific curriculum, instruction, student support; once weekly grade-team meetings around grade-specific curriculum, instruction, student support; a critical-friends structure of peer work together around curriculum, instruction, and students support.
 - Semesterly Regent exams which are then graded by whole staff across discipline
 - Collaborative staff schedule including Wednesday afternoon PD, grade, committee meetings and aligned department schedule allowing for weekly department meetings
 - Regular “Collaborative Student Review (CSR/Kidtalk)” and “Peer Consultancy” protocols to formally strategize about struggling and/or special needs students and instructional challenges
7. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- BCAM Student Support System: BCAM is committed to collaborative and close support of our students. While we have high expectations for all, we also realize that students deserve multi-faceted supports, including:
 1. Extended Day Department Centers: Tutoring, class/homework, and small group mini-lessons are provided 2 days a week for all students, via our Academic Department Centers. Such support is required for students performing below standard and for students in need of focused assistance. It is encouraged for all BCAM students.
 2. Resource Room Support: Students in need of special academic supports receive small group instruction during regularly scheduled periods. This small group instruction is two-pronged: 1) to provide extra support on students regular class curriculum; 2) to work in a focused manner on skills specific to individual student needs.
 3. Collaborative Team-Teaching and Push-In Support Models: We utilize a collaborative team teaching structure in certain classes to best serve our students with special needs. Since our classes are block-scheduled, students are programmed in a manner whereby our special education staff collaborate with academic discipline teachers to best serve our special needs population. CTT is complemented by a push-in model of special needs support. Special education and ESL teachers support individual or small groups of students with in-class assistance, mini-lessons, and adaptation of the curriculum.

4. BCAM Academic Friend System: BCAM students identified as having special needs are paired with a student peer for additional support. These peer mentors are trained to serve as an academic friend and support his/her peer on curricular concepts, assignments, and projects.
 - English/Math DYO Periodic Assessments which provide quarterly formal assessments tied directly to our curriculum.
 - Semesterly Regent exams which are then graded by whole staff across discipline
 - Collaborative staff schedule including Wednesday afternoon PD, grade, committee meetings and aligned department schedule allowing for weekly department meetings
 - Regular “Collaborative Student Review (CSR/Kidtalk)” and “Peer Consultancy” protocols to formally strategize about struggling and/or special needs students and instructional challenges
8. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Committees, teams regarding above services and programs
 - Counseling/Social Work department management of above services
 - CCC Center dedicated to post-secondary transitions: college prep, vocational/tech educational options, job training (see previous sections regarding CCC)

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ^[1] Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ^[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$324,278	X	pp. 35-40
Title I, Part A (ARRA)	Federal	X			\$62,251	X	pp. 35-40
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

APPENDIX 7: TITLE I, PART A – SUPPORT FOR 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.

5

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

- Counseling services from our 2 social workers
- Stay in communication with shelter personnel regarding attendance, housing status, transitional plan and counseling referrals
- Provide information regarding food bank and clothing listings

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Community High School of Communication, A					
District:	13	DBN:	13K412	School	331300011412	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.7	85.1	84.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	122	127	146				
Grade 10	121	122	128				
Grade 11	81	114	100				
Grade 12	0	63	93				
Ungraded	0	0	1				
Total	324	426	468				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	96.7	94.6	95.6

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	61.1	53.2	71.8

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	1	7	12

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	91	51
# in Collaborative Team Teaching (CTT) Classes	46	59	58	Superintendent Suspensions	9	25	13
Number all others	5	9	26				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	14	21	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	9
# receiving ESL services only	2	10	TBD	Number of Educational Paraprofessionals	3	4	5
# ELLs with IEPs	2	4	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	26	% fully licensed & permanently assigned to this school	100.0	100.0	93.1
				% more than 2 years teaching in this school	0.0	28.6	40.0
				% more than 5 years teaching anywhere	14.3	28.6	33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	86.0	83.3
American Indian or Alaska Native	0.3	0.5	1.3	% core classes taught by "highly qualified" teachers	91.7	95.0	83.8
Black or African American	84.0	82.9	81.4				
Hispanic or Latino	13.9	14.3	15.6				
Asian or Native Hawaiian/Other Pacific	0.6	0.7	0.6				
White	1.2	0.7	1.1				
Male	51.9	47.4	46.8				
Female	48.1	52.6	53.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: X
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				v	X	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				5	4	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	NR
Overall Score:	56	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	31.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN404	District 13	School Number 412	School Name BCAM
Principal JAMES O'BRIEN		Assistant Principal SAMANTHA EXANTUS	
Coach TATYANA ULUBABOVA		Coach TERRY BORN	
Teacher/Subject Area ANDREEA CALIN/ESL		Guidance Counselor BRENDA LYONS	
Teacher/Subject Area		Parent HELEN ORTIZ	
Teacher/Subject Area		Parent Coordinator MONIQUE MAYARD	
Related Service Provider		Other ISA SCHOOL	
Network Leader TERRY BYAM		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	465	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	1.94%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child’s language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by our ESL teacher, Andreea Calin, and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about the child’s identification and the child is enrolled in the appropriate program within ten days. The students whose language is other than English and are entitled based on the results of the LAB-R testing, remain entitled until they test out on the spring administration of the NYSESLAT.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents who cannot attend are given the option to schedule an appointment or discuss program options over the phone. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services (available through the office of translation service within the DOE). BCAM is proud to offer Freestanding ESL to conform to the parental choice selections.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Total	0	0	0	0	0	0	0	0	0	0	4	1	1	3	9
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	0	0	2	0	1	6	0	3	9
Total	1	0	0	2	0	1	6	0	3	9

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4		1	1	6
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian											1		1	2
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	4	1	1	3	9								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Brooklyn Community Arts and Media High School implements a Freestanding English as a Second Language (ESL) push-in Program. The primary goal of this programs is to assist students in achieving English Language proficiency within three years. Our ESL program is run by our certified ESL teacher, Andreea Calin and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have 4 ELLs in the ninth grade, 1 ELL in the tenth grade, 1 ELL in the eleventh grade and 3 ELLs in the twelfth grade. They range from Intermediate to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom (there are no beginner ELLs this year). Our ELLs are placed in student cohorts with other CTT students. Thus, they participate in Math, English and Science classes that possess the CTT model of 2 teachers collaborating around curriculum and instruction. Further, their History, Art and Language classes possess para-professionals that assist core academic teachers. This structure is supervised by our AP, who is a trained teacher and administrator of students with special needs. Andreea Calin, our ESL teacher provides the direct instruction. All teachers in the ELA and ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of

this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the America's Choice Literacy and Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- Academic center and elective classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

Plan for New BCAM ELLs

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An formal student orientation
- Meeting with administration
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the elective program and extended day activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Formal ELL assessment with our ESL teacher
- Home school communication.

The newcomers who have been to the US schools for less that three years are provided with a variety of strategies and materials in a pull-out setting to aid their instruction: scaffolding picture dictionaries, photo cards, realia, manipulatives etc.

Plan for Long Term ELLs

Long term ELLs are prevalent among our ELL population. An analysis of their scores on the NYSESLAT, ELA and Math tests suggests that reading and writing are the modalities they struggles most with. Our action plan for this group involves:

- An extended day program, targeting reading and writing twice during the week.
- Using elective time to target specific needed skills
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the America's Choice Literacy program to enrich their language and academic skills

Plan for Special Needs Students

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our elective program.

Communicate closely with parents to monitor their children's progress.

Plan for SIFE

Intervention serves as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE student; and in strategies that benefit the SIFE within your classroom instruction.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Literacy program. This includes the use of high interest / low level texts and also texts to improve literacy across the curriculum. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. Students are eligible for two years of test accommodation for all the NYS tests. Also, parents of former ELLs are invited to school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

None of the programs and services for our ELLs will be discontinued.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Extended Day Electives:** Our elective program offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art, media, PE, and dance are offered. Attendance rates are at over 90% for this outreach program.
- **Extended Day Academic Centers:** Our twice/weekly academic centers offer remediation and support in all major academic disciplines. Students attend and are supported by core and support service teachers.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

There are numerous extra-curricular activities available to all BCAM students, including ELLs. These seek to foster further inclusivity into our school, and include: 1) competitive Athletics providing a range of team opportunities young mens/womens PSAL basketball, football, and baseball, softball, track and soccer clubs; 2) extra-curricular clubs/advanced academic courses in advanced Mathematics, student council, College Now, student publishing, Spirit Squad dance, and design club; 3) the BCAM Internship program which is designed from start-to finish to provide students opportunities to put their work skills to use, including searching for jobs, writing resumes, researching sites, interviewing for positions, and then completing an internship at a particular site.

BCAM provides a 2-day summer orientation for all newly enrolled BCAM students, including ELL/LEP students. This orientation includes immediate modeling and experiences in school academic experiences, school culture, and Advisory as well as presentations to students/family about expectations, rules, and school systems. In addition, all newly enrolled students must complete a summer literacy-based assignment to formally assess student style and levels.

Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. When necessary, teachers collaborate and classwork is translated into the students' native language. Books in different languages and dictionaries are available to support instruction as well for the students to take home. As a testing accommodation, bilingual glossaries may be provided when taking State examinations, and also, the Department of Education may provide them with translated editions of some tests.

The required services support and resources correspond to ELLs' age and grade level. ELLs acquire and develop English language skills while meeting their grade and age level standards in core subjects.

Our ELL population is quite small - not enough to make a subgroup population. Thus, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. We have Parent Orientation sessions where parents/guardians are invited to attend and participate. In addition, there are meeting with the parent coordinator, principal and vice principal, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct an oral interview with the parent. The over the phone translation service is used if necessary.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's

Choice Literacy Workshop Model. This includes the use of high interest / low level texts and also texts to improve literacy across the curriculum. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

A. Assessment Breakdown Attanasio and Associates Getting Ready for the New NYSESLAT

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Beginner(B)	What percentage of the instructional day are ELLs integrated? What content areas are taught separately?										0	0	0	0	0
Intermediate(I)	What percentage of the instructional day are ELLs integrated? What content areas are taught separately? (time, subject, teacher, theme)?										3	0	0	2	5
Advanced (A)	What language model is used (side-by-side, self-contained, other)?										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	4	1	1	3	9	

NYSESLAT Modality Analysis															
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12	
LISTENING/ SPEAKING	Professional Development and Support for School Staff														
	A	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)										0	0	0	0
	B	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?										0	0	0	1
	P	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.										4	1	1	1
READING/ WRITING	B	Professional Development seeks to create ongoing and systematic opportunities for emphasis on the State learning standards and high differentiated and academic language development strategies. Our PD program includes: curricular/instructional best practices with										0	0	0	0
	I	Focus on differentiated instruction; summer/winter instructional institutes with our school partner ISA; opportunities for attendance at										3	0	0	2
	A	Annual conferences and workshops; once-weekly departmental meetings around department-specific curriculum, instruction, student										1	1	1	1
	P	Once weekly grade-team meetings around grade-specific curriculum, instruction, student support; a critical-friends structure of peer										0	0	0	0

ELL professional development takes place through a number of different methods. The ESL teacher attends the State learning standards

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

They include: Parent Involvement required to attend grade conferences 4 times annually; receiving quarterly grade reports 4 times/year; and mid-quarter progress reports also 4 times for a total of 8 grade reports each year; being encouraged to participate in semesterly academic

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	1	0
Math <u>Algebra</u>	7	0	3	0
Math <u>Geometry</u>	2	0	1	0
Biology				
Chemistry				
Earth Science	2	0	1	0
Living Environment	2	0	1	0
Physics				
Global History and Geography	2	0	1	0
US History and Government	1	0	1	0
Foreign Language	2	0	1	0
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our ELLs are assessed on an ongoing basis with the help of literacy skills, teacher's assessment and observation data to drive teaching goals and instruction. Additionally, NYSESLAT provides us with a great amount of information about our ELLs who are making incremental gains by moving to the next proficiency level or even testing out. During 2009-2010 there were 11 ELLs in all grades; 9 ELLs moved to the next proficiency level and 2 of them tested out.

After reviewing the NYSESLAT data, the following patterns were revealed:

- most of our students scored intermediate in the reading/writing modalities, therefore the academic instruction is primarily focused on these skills.
- the listening/speaking modalities results show that the majority of our ELLs are mostly advanced and proficient.
- the reports show that an English language learner's performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.

After analyzing the New York State Regents Exam data, the following patterns were revealed:

- Most of the ELLs are proficient in Listening and Speaking; thus, these modalities are in line with the general abilities for the majority of ELLs and need less instructional support.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). This year we are going to continue to strongly target language development across the grades and content area for ESL students performing below grade level during the school day as well as extended hours. We also offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. There is a focus on improving the Reading and Writing modalities especially the students on Advanced levels. School leadership and teachers are using the results of the ELL Periodic Assessment for future planning in the instruction and to find the strength and weaknesses of ELLs. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUIITY, Teacher Assessments, and informal observations).

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

The Brooklyn Community Arts and Media High School's program for ELLs is successful because of the strong collaboration between content are teachers and the ESL teacher, and can be measured by our students' NYSESLAT and New York State Regents Exam results, their progress from one proficiency level to the other and across language modalities.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		