



**THE BROOKLYN SCHOOL FOR GLOBAL STUDIES**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K429**  
**ADDRESS: 284 BALTIC STREET**  
**TELEPHONE: 718-694-9741**  
**FAX: 718-694-9745**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**  
15K429

**SCHOOL NAME:**  
The Brooklyn School for Global Studies

**SCHOOL ADDRESS:**  
284 Baltic Street Brooklyn, NY 11201

**SCHOOL TELEPHONE:** 718-694-9741

**FAX:** 718-694-9745

**SCHOOL CONTACT PERSON:** Joseph O'Brien

**EMAIL ADDRESS:** Jobrien17@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**

Natasha Blakley/Kissonda Williams

**PRINCIPAL:**

Joseph O'Brien

**UFT CHAPTER LEADER:**

Kissonda Williams

**PARENTS' ASSOCIATION PRESIDENT:**

Carlene Chang

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*

Aria Willoughby

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15

**CHILDREN FIRST NETWORK (CFN):** 405

**NETWORK LEADER:** Karen Ditolla

**SUPERINTENDENT:** Aimee Horowitz

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joseph O’Brien	*Principal or Designee	
Kissonda Williams	*UFT Chapter Chairperson or Designee	
Carlene Chang	*PA/PTA President or Designated Co-President	
Wanda Mathis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mykele Westervelt	DC 37 Representative/ Designee, if applicable	
Malcolm Lunn Craft Daira Rodriguez Anoa Fenghor	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kassandra Minor	High School Representative	
Natasha Blakley	Middle School Representative	
Teresa Pena	Teacher Representative	
Celia Boyd	Parent	
Janet Williams	Parent	
Atiyah Oyo-Gaye	Parent	
Wanda Rodriguez	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Brooklyn School for Global Studies is a small 6-12 NYC Performance Standards Consortium School, a Coalition of Essential Schools Affiliate School, a citizen School, and a Teacher's College Reading and Writing Project School. We deeply believe in a collaborative learning community and securing effective professional development to deepen our work. Our schools mission of "Understanding Ourselves, The World, and How to Make Change," is the driving force behind our work at Global Studies. Our mission is threaded throughout our curriculum and programs. Our student's complete roundtables and portfolio's to showcase their learning, as well as to meet promotional requirements. Our focus on mastery teaching infuses core standards and learning approaches that foster a culture of revision school wide. Our approach ensures that all students learning and grading positively impacts our instructional program and develops multiple opportunities for students to demonstrate their understanding and mastery of the curriculum. Based on mastery learning, an instructional process developed by Benjamin S. Bloom, the mastery approach looks at students holistically and values revision. There is excellent rapport amongst our teachers (they support each other brilliantly), and a decentralization of power established through the instructional cabinet, and through the use of grade team leaders. Student empowerment is at the core of our school; our students take center stage in our student-led parent conferences, and student grade representatives participate actively in our dynamic student government.

We are a Design Your Own formative assessment school. We design our own assessments as a method to assess the development of our student's creative and critical thinking. We have a strong Collaborative Team Teaching community. We are working hard to bridge the gap between home and school. We have renewed commitment from staff to invest in collaboration between our middle and high school. We are a thoughtful, reflective community that is working hard towards meeting the needs of all of our students. We are working hard to ensure that failure is not an option at Global Studies.

Our vision is to promote critical thinking and thoughtful reflection through deep inquiry and a rigorous, multi-disciplinary, differentiated learning environment. It is our hope that all students will excel and reach their individual potential in all academic and social arenas. All students, given the necessary support and resources from the school, home and community, are expected to be of strong character, as well as, achieve rigorous standards as codified by our performance-based portfolios, roundtable experiences, exit criteria, and standardized assessments. Our scholars are intrinsically involved in developing their school community. Within this new school year, our scholars have engaged in the roundtable process in increasing amounts and prepared presentations infused with technology. Also, our scholars are participating in apprenticeships with various companies and local businesses through the Citizen Schools partnership and learning life long skills. This school year we will have the honor of sending two of our junior students to study abroad in Italy through the Palozzi Strozzi Foundation. As a result, our scholars will graduate as life-long learners and socially conscious participants in their communities and our democratic society. All students are expected to become "change agents" in our school community, as well as society at large. Students are actively engaged in their learning process

and are afforded many opportunities to deepen their learning, while exploring their relationship to the world around them. Our students are college bound. Our Meet the Parents day, potluck dinner, parent book club and many other activities allow parents to participate in our school community in meaningful ways. We continue to increase our parent involvement, each year.

### SECTION III – Cont’d

#### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Brooklyn School for Global Studies			
<b>District:</b>	15	<b>DBN #:</b>	15K429	<b>School BEDS Code:</b> 331500011429

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.2/79.8	89.4/78.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.2	92.6	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	57	38	44	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	70	50	41		53.7	60.9	73.0		
Grade 8	78	72	53						
Grade 9	123	109	79	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	128	71	96	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	101	96	81		3	23	TBD		
Grade 12	84	93	99						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	641	529	493		1	6	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes	41	32	32				
No. in Collaborative Team Teaching (CTT) Classes	51	75	73	Principal Suspensions	159	151	TBD
Number all others	45	14	6	Superintendent Suspensions	18	38	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
				CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEP's				(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	53	52	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)				2007-08	2008-09	2009-10	
				Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school	98.1	100.0	TBD
American Indian or Alaska Native				0.8	0.9	0.2	Percent more than two years teaching in this school
Black or African American				50.2	53.1	52.7	Percent more than five years teaching anywhere
Hispanic or Latino				40.2	39.9	41.4	
Asian or Native Hawaiian/Other Pacific Isl.				1.2	0.6	1.2	Percent Masters Degree or higher
White				7.5	5.5	4.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)
Multi-racial							
<b>Male</b>				50.1	52.0	52.3	
<b>Female</b>				49.9	48.0	47.7	

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide 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 checked="" 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  No  If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### 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)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	✓
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	✓

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

<b>Student Groups</b>	<b>Elementary / Middle Level</b>			<b>Secondary Level</b>			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>	✓	✓		✓		✓	56
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓		✓			
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓		✓			
<b>Student groups making AYP in each subject</b>	5	5	1	0		0	

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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.

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A/C	Overall Evaluation:	✓
Overall Score	85.8/50.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	6.1/6.4	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	19.3/11.9	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	53.6/29.3	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	6.8/3.0	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

### SECTION IV: NEEDS ASSESSMENT

#### Directions:

Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

At Brooklyn School for Global Studies so much of what we've targeted in our work as a school is directly connected to our past school report cards, progress reports, DY0 assessments, and quality review findings. It is powerful to note that two-thirds of the quality review recommendations often come from our own research about our school community and learning environment, and the direction in which we need to go in order to serve our student population. Analysis indicates that we are on the right track; we simply need sufficient time to make it a reality for continued success. Currently, our Middle School is a School in Need of Improvement in Year 1. Our High School is designated

restructuring Year 1. However, we have already begun making attempts by achieving our Safe Harbor targets in the area of the ELA Regents.

Over the course of the last two years, we have thoughtfully begun to respond to the needs of our school community as evidenced from the plethora of data we consistently gather. In order to accelerate the progress of our students, we have implemented a teaming approach to math instruction in the middle school. Our teachers teach all of the middle school students collaboratively. This structure is designed to allow for differentiated instruction based on students' abilities and skill set. Students take mastery tests to determine whether they have reached proficiency in particular concepts and then are either accelerated or re-taught as needed. This is intended to cater to the learning styles of students. We have made concerted efforts to equip our staff with various tools that will assist them in fostering a learning environment that addresses the different needs of their students. Corrective activities are provided for students who have not yet mastered the material, while students who master the material are accelerated and provided enrichment. Students have the option of revising their work until it meets the standard. Teachers have begun to internalize that differentiation can occur by way of product, process, and/or content. It's important to note that workshop model directly correlates to differentiating instruction for students, and occurs across our school community. We have developed lesson planning templates, and unit planning templates to assist teachers in their practice.

Our advisory program is a conduit to improve and strengthen the students' social and emotional development. Research shows that students who have a close relationship with a member of the staff are more likely to come to school and to have a healthy school life. Advisors meet on a monthly basis in grade teams to discuss concerns, attendance, and potential outreach for their advisees. Advisors provide a safe, respectful environment for students to get support, set goals, complete roundtables and portfolios, and prepare for student-led parent conferences.

With respect to finding ways to motivate and engage older students, and at the urging of our older students we have piloted an internship program, WISE (Working in Support of Education), where students are able to create projects that are personalized and involve mentorship amongst the school staff. The variety of the internships is inspiring.

In an effort to reach out to our students who have fallen behind, we have implemented a recovery program that allows for students to focus on one subject for a concentrated amount of time. Students move through each course – ELA , History, Science, and Math--in 6-week cycles. We have already begun to assess the success of this program versus our previous recovery efforts in teacher meetings specifically designed to discuss the students progress, roundtable and portfolio work as applicable, and standardized assessment preparation. It is not unlike a school inside of a school.

Being a member of the NYC Performance Standards Consortium we are fortunate to network across schools regarding the grading of our roundtables, the tuning of our interim assessments, and of course professional development. As a staff, we are engaged in normalizing our student roundtable presentation rubrics, and how we assess student's roundtables in general. This has been a great forum that has encouraged us to fine tune our process and engage in discourse around supporting students in this work. School-wide the conversations have been generative and thoughtful.

This work is never done. It continues to evolve and change as our students do. Each year we seek to improve and cater to the specific needs our student population. As society becomes more challenging, so does the work. We are encouraged by the commitment of our staff to provide an excellent education for our students, and that discovery, critical thinking, and mastery are a part of The Global Studies experience.

## **Trends**

- ✓ Increase of 11<sup>th</sup> and 12<sup>th</sup> grade roundtables completion

- ✓ A greater percentage of students passing English Language Arts Regents Exam
- ✓ A greater percentage of students passing ALL classes
- ✓ Portfolio presentations in grades 9 and 10 have improved and students are more accountable
- ✓ Students in grades 6 – 8 complete portfolio presentation and roundtables in grade 8
- ✓ A greater percentage of students complying with our uniform policy

### **Accomplishments**

- ✓ Teacher retention
- ✓ Collaborative Team Teaching
- ✓ Parent Book Clubs are thriving
- ✓ A distinct culture of revision
- ✓ Profound Inquiry Team work
- ✓ Distributive leadership
- ✓ Successful internal restructuring of roundtable process
- ✓ WISE Internship Program
- ✓ Palazzi Strozzi Foundation

### **Aids**

- ✓ Citizen Schools Program
- ✓ AVID Program – Advancement via Individual Determination
- ✓ Investment in professional development
- ✓ Strong Parent Association and Student Government
- ✓ Experiential Learning
- ✓ Town Hall style student meetings
- ✓ College Bound College Advisor
- ✓ Saturday/After School Academy
- ✓ School Based Health Center – LICH

### **Barriers**

- ✓ Lack of funds to adequately finance our many projects and initiatives
- ✓ Poverty level of our families
- ✓ Attendance/Sporadic Attendees
- ✓ Shared space
- ✓ School building improvements and upgrades
- ✓ Technology
- ✓ The need for increased parental involvement

## SECTION V: ANNUAL SCHOOL GOALS

### **Directions:**

Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal # 1**

To Increase all student scholarship of students passing with a 65 or higher in all core subjects by 10% by June 2011 in each grade level 9-12

The measurable objective for this goal will be a 10% increase in the number of students earning credits in core academic subject areas in cohort M, N, O, P: ELA, Math, Science and History with a grade of 65 and higher in grades 9-12

Implement new 8 period schedule

Launch Extended Day/Week Programs

1stMP scholarship conferences with teachers/students

Parent meetings

Guidance Conferences

Establishment of Instructional Cabinet of Teachers

Data Inquiry Teams

### **Goal #2**

To Increase Portfolio Roundtable completion for students in cohort M 2011 by 10% so as to aid in graduation rate

By making portfolio roundtable completion an essential element of both primary and extended day learning with clear benchmarks for each semester beginning in grades 6-12, students will be able to swiftly move towards graduation and increase their portfolio completion rate by 10%

Guidance conferences with students

AP/Student conferences

Instructional Cabinet/Roundtable Coordinator/Student conferences

Attendance in subject specific roundtable coursework

Subject teacher support via extended day classes

Redesign of annual benchmarks so that 1 roundtable completion will occur for each grade 9-12.

### **Goal #3**

To increase the amount of students scoring above 75% on the ELA Regents examinations by 5%.

By June, 2011 there will be a 5% increase in the performance index denoting the number of students of the 2011 Cohort who meet or exceed AYP in the all students, Black, Hispanic and White Subgroups of the ELA Regents examination

Through targeting at risk students such as lowest third citywide using ARIS and the RCOS reports, we can then provide intensive AIS services such as: Double Period E5/E7 classes, Dedicated Remedial ELA Courses, Tutoring, and Extended Day Services. Whether it may be through direct classroom intervention or through target programming, these efforts will provide our students with every opportunity to enter the circle of success on the ELA Regents exam.

### **Goal #4**

To increase the amount of students scoring above 75% on the Algebra Regents examinations by 5%

By June, 2011 there will be a 5% in the performance index denoting the number of students of the 2014 Cohort (Cohort P) who meet or exceed AYP in the all students, Black, Hispanic, and White Subgroups of the integrated algebra Regents examination

Through targeting at risk students using ARIS and the RCOS reports, we can then provide intensive AIS services such as: Dedicated Integrated Algebra classes, remedial integrated algebra Courses, Saturday tutoring, and Extended Day Services. Whether it may be through direct classroom intervention or through target programming, these efforts will provide our students with the opportunity to enter the circle of success on the integrated Algebra Regents exams.

### **Goal #5**

To increase attendance in grades 6-12 by 10% by June, 2011 so that the amount of students achieving a 65 or higher in core academic classes will increase as well

By June, 2011 there will be a 10% increase in the amount of students attending class and achieving 65 or higher in their academic classes

The creation of an attendance team

Teacher log books highlighting phone outreach

The introduction of letter writing to increase outreach

Follow up phone calls for teachers who could only leave a message

Parent conferences with Guidance

## **SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1. To Increase all student scholarship of students passing with a 65 or higher in all core subjects by 10% by June 2011 in each grade level 9-12</li> <li>2. To Increase Portfolio Roundtable completion for students in cohort M 2011 by 10% so as to aid in graduation rate</li> <li>3. To increase the amount of students scoring above 75% on the ELA Regents examinations by 5%.</li> <li>4. To increase the amount of students scoring above 75% on the Algebra Regents examinations by 5%</li> <li>5. To increase attendance in grades 6-12 by 10% by June, 2011 so that the amount of students achieving a 65 or higher in core academic classes will increase as well</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. The measurable objective for this goal will be a 10% increase in the number of students earning credits in core academic subject areas in cohort M, N, O, P: ELA, Math, Science and History with a grade of 65 and higher in grades 9-12. Data from the 1st semester clearly demonstrates that we are well on our way to making extraordinary gains in student scholarship and credit accumulation for the 2010-2011 school year. Scholarship reports of students passing with a 65 or higher for the Fall 2010 term from HSST (attached) showcase: 12th Grade passing rate: 75.64% 11th Grade passing rate: 85.87% 10th Grade passing rate: 82.16. % 9th Grade passing rate: 75.06% 8th Grade passing rate: 83.39% 7th Grade passing rate: 87.72% 6th Grade passing rate: 89.63% Total School (grades 6-12) passing percentage for Fall, 2010 term: 82% Last year, according to the NYC DOE progress report, only 56.4% of 9th grade students earned 10+ credits in their first year of high school, 63.6% of 10th grade students earned 10+ credits and 38.5% of 11th graders earned 10+ credits in their third year. We are poised to shatter each of these progress report benchmarks for the 2010-2011 year.</li> <li>2. By making portfolio roundtable completion an essential element of both primary and extended day learning with clear benchmarks for each semester beginning in grades 6-12, students will be able to swiftly move towards graduation and increase their portfolio completion rate by 10% Through the use of posters highlighting roundtable deficiency awareness, use of social networks like Facebook and twitter and harnessing the energy of the Student Government Organization we were able to generate a buzz</li> </ol>

throughout the school regarding the PBAT process. Additionally, the design of a comprehensive rotation schedule of teachers and students enabled us to complete the bulk of roundtable PBAT presentations during January 25 and 26th, 2011. The final day of roundtable presentations was cancelled due to the snow-day. These students and other students who failed will be given the opportunity to revise/present in the months ahead. A per session posting will be issued for content area teachers to grade the PBATs using a newly designed rubric that is more objective and evidence based. These presentations and support will be ongoing until June.

Preliminary results highlight:

Juniors: 62.5% passed of those who presented

60 Presentations Scheduled

40 Actually Presented

25 Passed

15 Failed

Seniors: 82.3% passed of those who presented

105 Presentations Scheduled

68 Actually Presented

56 Passed

12 Failed

\*Some rubrics still in review were not completed accurately.

3. By June, 2011 there will be a 5% increase in the performance index denoting the number of students of the 2011 Cohort who meet or exceed AYP in the all students, Black, Hispanic, and White Subgroups of the ELA Regents examination

Through targeting at risk students such as lowest third citywide using ARIS and the RCOS reports, we have provided intensive AIS services such as: Double Period E5/E7 classes, Dedicated Remedial ELA Courses, Tutoring, and Extended Day Services. Although we are only assessed by our ALL Students and Black subgroup category by the state, we are focusing on all our students' academic progress in ELA

Our current performance index for ALL STUDENTS has raised from 102 to 127.14- a gain of 25.14 points!

Our current performance index for BLACK STUDENTS has raised from 102 to 126.32- a gain of 24.32 points!

Although 25 point jumps in performance index are fantastic, we must keep pushing for our AYP target of 160 (safe harbor 157)

4. By June, 2011 there will be a 5% in the performance index denoting the number of students of the 2014 Cohort (Cohort P) who meet or exceed AYP in the all students, Black, Hispanic, and White Subgroups of the Integrated Algebra Regents examination

Through targeting at risk students using ARIS and the RCOS reports, we can then provide intensive AIS services such as: dedicated double period Integrated Algebra classes, remedial integrated algebra Courses, Saturday tutoring, Kaplan coaching and Extended Day Services. Whether it may be through direct classroom intervention or through target programming, these efforts will provide our students with the opportunity to enter the circle of success on the integrated Algebra Regents exams.

5. By June, 2011 there will be a 10% increase in the amount of students attending class and achieving 65 or higher in their academic classes

The creation of an attendance teacher position, a weekly attendance team meeting, the collection of teacher parental outreach log books, positive incentives such as pizza parties and free movie tickets for those with perfect attendance

	<p>are the foundations of our attendance initiative. These efforts have given us an 85% attendance rate as of January, 2011 up from 81% in June, 2010.</p> <p>Building upon these initiatives, we are also fostering the creation of new clubs and activities afterschool such as music band, cheerleading, PSAL Champs, Dance and Flag Rugby. We hope to use these clubs to leverage better attendance and student school pride.</p> <p>We are also looking into how we can better utilize the Citizen School staff to become mentors for our students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p>The hiring of Master and Turnaround Teachers  The infusion of technology and supplies  Our partnerships with Kaplan and AVID</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim data points such as scholarship reports from HSST STARS for each marking period, attendance at extended day classes, student scholarship at extended day, and student completion rates at the end of each of the 4 cycles will provide much needed data to monitor our progress.</p> <p>A 10% increase in Cohort M student completion of all 4 roundtable assignments by June, 2011</p> <p>This success movement will be measured by the scores on the ELA Regents, short and long term departmental goals, benchmarks and the information found in the subsequent RCOS report on ATS in June, 2011.</p> <p>This success movement will be measured by the scores on June, 2011's integrated Regents, short and long term departmental goals, benchmarks and the information found in the subsequent NY START and RCOS report on ATS in June, 2011.</p> <p>Attendance reports on ATS and student scholarship for each marking period for each month as we strive towards this goal</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								
10								
11								
12								

**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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	We provide extended day opportunities for credit recovery and tutoring twice a week, double period ELA classes for 9 <sup>th</sup> and 11 <sup>th</sup> grade during the day.
<b>Mathematics:</b>	We provide extended day opportunities for credit recovery and tutoring twice a week, double period Math classes for 9 <sup>th</sup> and 11 <sup>th</sup> grade during the day.
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**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) Language Allocation Policy to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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**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 students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**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 School wide 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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

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**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### **Title I Parent Involvement Policy**

1. **The Brooklyn School for Global Studies** -will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

We will send the Brooklyn School for Global Studies Parent Teacher Association Community Education Council Representative to all CEC meetings and have that representative act as a representative for our school.

2. **The Brooklyn School for Global Studies** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

At the beginning of each year, the PTA executive board will poll parents on their opinions of what improvements need to be made.

Twice per school year, once in the fall and once in the spring, the School Leadership Team and the Executive Board of the PTA will meet specifically to discuss the state of the school and improvements they would like to see.

- a. In the Fall, the SLT will discuss the state of the school, which includes curriculum, security, daily operations, and discipline. This same body will do a walk through of the school building to discuss physical improvements. This body will then come up with a plan of action. They will report this plan of action back to the parent body.
  - b. In the Spring, this same body will evaluate the effectiveness of the action plan and report the findings back to the parent body.
3. **The Brooklyn School for Global Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies:
    - a. Actively seeking at least one grant per year that is geared towards involving parents such as Parents as Arts Partners and similar programs.
    - b. The Parent Coordinator will continuously distribute information on programs, events, and organizations that will support parents in more fully participating in the education of their children.
    - c. We will actively seek programs specifically designed to support parent literacy.

#### ***LIST ACTIONS***

4. **The Brooklyn School for Global Studies** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. The parent coordinator use sign in sheets for every parent and school activity, keeping a log of the time parents are volunteering in the building, maintaining records of Parent Teacher Conferences
  - b. The PTA executive board should poll parents at every PTA meeting to ascertain which methods of communication best work, which workshops and activities where most useful, and to get suggestions on better methods of engaging parents.
  - c. The school will take full advantage of translation services and use a phone tree to target parents who may not speak English or who may not be able to read.
  - d. At the last SLT meeting of the school year to evaluate the effectiveness of the Parent Involvement Policy by reviewing parent sign in sheets, parent call and visit logs, and polls taken by the PTA.

5. **The Brooklyn School for Global Studies** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

**SUCH AS:**

- The Parent Coordinator will facilitate a minimum of 2 workshops during the school year that is directly related to improving their child's academic achievement. Some examples might be "Literacy in the Home" or "How to Prepare your Middle School Child for their State Math Exam"
  - Because we are a part of the Consortium and we use performance assessment, the Parent Coordinator in conjunction with the Roundtable Coordinator will conduct at least two workshops on roundtables and portfolios.
  - To insure parents know how to monitor and understand their child's progress, the Parent Coordinator will facilitate a workshop at the beginning of every school year take parents step by step through the curriculum, conduct code, school policies, and state academic standards. We will also make sure they are familiar with our school wide grading policy. This will also be an opportunity to meet teachers and staff.
  - At the first PTA meeting the Principal or her designee will go over the Parent Handbook with the Parents.
- b. **The Brooklyn School for Global Studies** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Making handouts available that reiterate material discussed at parent workshops, meetings, and activities.
  - At the beginning of each year parents will be provided with a Family Handbook.
  - We will provide parents with outside resources that will help with their children's academic needs.
- c. **The Brooklyn School for Global Studies** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Having joint activities for staff and parents, including social events like our Annual Pot Luck Dinner and Breakfast with the Principal.
  - We will also develop a discussion board on our website for teachers and parents to talk freely and at their leisure.
- d. **The Brooklyn School for Global Studies** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as our "Grandparent's Appreciation Luncheon" "Parent Book Club" and "Parent Talent Show" to target groups that may not normally be very active in the school community.
- e. **The Brooklyn School for Global Studies** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

School calendars, flyers, monthly newsletters, and emails will be prepared by our Parent Coordinator and distributed to the entire community by backpacking home with students and using our current phone notification system. Materials distributed will be translated to meet the needs of our multilingual families. The school will also maintain a website that will be an up to date source of school information and have links in the languages relative to our families. Major documents, flyers, and other correspondence will be translated into Spanish.

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents, Part A programs, as evidenced by The Brooklyn School for Global Studies School Leadership Team.

This policy will was adopted by **The Brooklyn School for Global Studies** on October 2, 2010 and will be in effect for the 2010-2011 school year. The school will distribute this policy to all parents on or before February 5, 2011.

Principal's Signature: \_\_\_\_\_

Date:

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **School Parent Compact**

At the Brooklyn School for Global Studies, we believe that all stakeholders should have a clear understanding of their roles and responsibilities in this community. If everyone works to fulfill these roles, then we should be successful in our goal of creating a warm, supportive, and meaningful educational environment in which all students succeed.

### **Our Commitment**

The staff and administration of The Brooklyn School for Global Studies will work to ensure the success of each child by:

- ✓ Creating rigorous, thoughtful and meaningful coursework that promotes strong reading and writing skills, critical thinking , and creativity
- ✓ Treating all members of the school community with respect
- ✓ Protecting the safety, interests, and rights of all individuals in the community
- ✓ Calling the homes of every advisory student at least once per month

### **Parent/Guardian Commitment**

I will help my child be responsible for his/her own learning by:

- ✓ Being committed to the mission and vision of the school
- ✓ Being committed to the philosophy of collaborative, project-based instruction
- ✓ Making sure my child is in school on time every day
- ✓ Making arrangements so that my child can stay at school through the school and until after school activities are completed
- ✓ Helping my child work to the best of his/her ability and doing whatever it takes for my child to learn, which includes providing a quiet time and place for him/her to do homework, checking that his/her homework is completed, and encouraging him/her to read
- ✓ Making myself available to my child and the school by providing up to date contact information
- ✓ Notifying the school when my child will be absent for medical reasons, and reading any documents sent home by the school

- ✓ Staying aware of my child's academic progress by calling, emailing, or visiting the school at least once per month
- ✓ Volunteering a minimum of 10(ten) hours of service to my child's school
- ✓ Keeping up to date with school events, activities, issues and concerns by attending PTA meetings regularly, and checking our website [www.myglobalstudies.com](http://www.myglobalstudies.com) regularly.
- ✓ Quick and appropriate response to school concerns, by returning calls and attending parent conferences when requested
- ✓ I will make sure my child comes to school in full uniform everyday.
- ✓ I will make sure my child comes to school prepared with all school supplies everyday.

Failure to adhere to these commitments could lead to the loss of privileges for my child and/or the loss of my child's position at Global Studies.

**I have read and agree to my commitments as a parent/guardian of a Global Studies student**

Name of Parent/Guardian: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Name of Student: \_\_\_\_\_

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: School wide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. 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 School wide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. 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.
8. 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.
9. 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.
10. 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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I School wide Program (SWP)**

### ***Explanation/Background:***

Title I School wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide Program has the following additional advantages:

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

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the School wide Program (✓)			Amount Contributed to School wide 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 <sup>2</sup> 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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**Reminder:** To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. –

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Brooklyn School for Global Studies						
<b>District:</b>	15	<b>DBN:</b>	15K429	<b>School</b>		331500011429	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.2/79.8	89.4/	87.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.2	92.6	96.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	38	44	26	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	50	41	42		53.7	73.0	70.5
Grade 8	72	53	46				
Grade 9	109	79	62	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	71	96	98	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	96	81	71		3	23	12
Grade 12	93	99	80				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	529	493	425	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	6	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	32	30	Principal Suspensions	159	151	148
# in Collaborative Team Teaching (CTT) Classes	75	73	71	Superintendent Suspensions	18	38	17
Number all others	14	6	11				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)			
Early College HS Program Participants	0	0	0

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<b>Number of Staff - Includes all full-time staff:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	53	52	41
# receiving ESL services only	31	27	TBD	Number of Administrators and Other Professionals	14	12	9
# ELLs with IEPs	1	11	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	5	2	5
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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
	30	18	33	% fully licensed & permanently assigned to this school	98.1	100.0	100.0
				% more than 2 years teaching in this school	24.5	46.2	73.2
				% more than 5 years teaching anywhere	22.6	21.2	46.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	70.0	75.0	90.2
American Indian or Alaska Native	0.9	0.2	0.2	% core classes taught by "highly qualified" teachers	84.3	87.4	81.4
Black or African American	53.1	52.7	52.5				
Hispanic or Latino	39.9	41.4	42.1				
Asian or Native Hawaiian/Other Pacific	0.6	1.2	1.4				
White	5.5	4.1	3.3				
Male	52.0	52.3	52.9				
Female	48.0	47.7	47.1				

#### 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

<b>SURR School (Yes/No)</b>	Yes	If yes,					HS ELA
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#### 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					v
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v	X		X	56
Ethnicity							

American Indian or Alaska Native						
Black or African American	v	v		X		
Hispanic or Latino	v	v	-	-		
Asian or Native Hawaiian/Other Pacific Islander				-		-
White	-	-	-	-		-
Multiracial	-	-		-		
Students with Disabilities	v	v	-	-		-
Limited English Proficient	-	-	-	-		-
Economically Disadvantaged	v	v		X		
<b>Student groups making</b>	5	5	1	0		0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B / F	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	54.4 /	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	4.3 / 6.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.5 / 12.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	35.8 /					
<i>(Comprises 60% of the</i>						
Additional Credit:	5.8 / 0					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
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](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 <b>DSSI Cluster 04</b>	District <b>15</b>	School Number <b>429</b>	School Name <b>Bklyn Global Studies</b>
Principal <b>Jospeh O'Brien</b>	Assistant Principal <b>Dawn Meconi, Jacqueline Jarvis</b>		
Coach <b>N/A</b>	Coach <b>N/A</b>		
Teacher/Subject Area <b>Jacqueline Spitzbarth (ESL)</b>	Guidance Counselor <b>Angella Grant, Giezel Henrique</b>		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator <b>Kibibi Oyo</b>		
Related Service Provider <b>Michelle Fulop</b>	Other		
Network Leader <b>Karen Ditolla</b>	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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>442</b>	Total Number of ELLs	<b>19</b>	ELLs as Share of Total Student Population (%)	<b>4.30%</b>
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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.

1. When parents register their child at Global Studies and they are new to the NYC Public School System, they are asked to complete a Home Language Survey. If the Home Language Survey and the interview that is conducted at the time of registration indicate that the student could be an ELL then the parent is informed that their child will be administered the LAB-R test to assess their English Language proficiency. Also, all Spanish-speaking new entrants, who score at or below the cut scores on the LAB-R will also be administered the Spanish LAB during the same testing period in order to determine language dominance for instructional planning. The interview is conducted by the assistant principal or the ESL teacher with the assistance of qualified translators. Students who have been initially identified as English Language Learners through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications in place to assess their English proficiency. In addition to this, students who were identified as ELLs in previous years and have not attained proficiency are also tested again at this time.

The ESL teacher (Ms. Spitzbarth) and the Assistant Principal (Dawn Meconi) use NYSESLAT scores to measure progress toward the ELL's achievement of proficiency in English. Based on the test, the student's proficiency level in English is classified as beginning, intermediate, advanced, or proficient. Such classifications are used to provide the required amount of ESL and English language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education.

All parents of English Language Learners are required to attend an informational meeting in the fall of each school year; a similar meeting is also scheduled in spring to educate parents of newly enrolled students. Parents are contacted and invited to attend the mandatory meeting with Mr. O'Brien, Ms. Meconi or Ms. Jarvis, Ms. Spitzbarth, and Ms. Oyo. Attendance is recorded. Ms. Spitzbarth, our licensed ESL teacher, will administer all incoming Home Language Surveys. When completed, a copy is given to Mr. O'Brien. Parents are shown the DOE informational DVD regarding ELL programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and given the Parent Survey and Program Selection form. Ms. Spitzbarth then explains the Parent Survey to parents, clarifying any uncertainties or misunderstandings that the parents may have. Entitlement letters, program selection forms, and other notices are distributed and collected by our ESL teacher. Forms are translated as necessary and sent home with students. Parents are also given a schedule of dates for ELL Parent Meetings for the upcoming school year. Continued Entitlement letters are sent to all ELL families currently being served. When completed, copies of each letter are given to Mr. O'Brien.

2. Mr. O'Brien, Ms. Spitzbarth and Parent Coordinator, Ms. Oyo, are notified upon the arrival of a new student at Brooklyn Global Studies. Once a student has tested eligible for ESL services, the parent is asked to come to an orientation within ten days. During the orientation, the parent watches the DVD that describes the three programs that the city offers for ELLs (Transitional Bilingual, Dual Language and Freestanding ESL). We show the DVD in the language that the parent is most comfortable with. We also provide a translator that speaks the language who will be able to answer any questions that the parents may have. The orientation is usually conducted by the assistant principal, the parent coordinator, and an ESL teacher. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is unable to make an orientation, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within nine days.

The structures in place at Brooklyn Global Studies to ensure that parents understand all three program choices are the following:

- (1) Parents are welcomed by the parent coordinator and bilingual guidance counselor. She explains the registration procedures and takes parents to the main office where the bilingual guidance counselor explains the procedure and documents needed.
- (2) If parents have all the required documentation, the bilingual family worker checks all documents and completes the registration. The ESL teacher works closely with the family worker to ensure all HILS forms are filled out and evaluated correctly. The parent and child are interviewed by the ESL teacher. If a child has been identified as entitled to take the HLIS, the child is administered the LAB-R by the ESL teacher.
- (3) The assistant principal will play the video describing the bilingual programs, provide handouts and explain the options to parents in the Native Language.

After a review of the parent survey and program selection forms from the past, we find the trend is for parents to choose Freestanding

ESL. This is aligned with our parent requests as indicated in our data and the LAP.

3. Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. All students deemed eligible to receive service will receive ESL services within 9 days of being identified as an ELLs.

4. All students deemed eligible to receive ESL services, as evidenced by the result of the LAB-R assessment, will receive this service within 9 days after being identified as an ELL. If the parent chooses, we will seek out alternate placements in other schools for the programs that we currently do not offer. This information is communicated to our parents through the Parent Coordinator with the assistance of translators. However, the trend has been that parents do not want to remove their child from Brooklyn Global Studies.

5. The information gleaned from the home language survey forms clearly indicates a strong preference for ESL instruction. Over the past few years, the parents are choosing Freestanding ESL as their preferred program. After the beginning of each year the LAP team examines the parent choice letters. If in the future, we receive 15 parent choice letters requesting a Transitional Bilingual Education program or a Dual Language program, from parents of students in two consecutive grades (for example: 6 and 7), we will then consider starting a program to meet parents' requests.

6. Due to a low return rate of our Parent Survey and Selection forms, we cannot effectively use the materials as a reliable data source. However, we are certain that our new strategy whereby we assign the delivery and return of the forms as an extra credit assignment, in conjunction with the traditional mailings, will help us identify trends and outliers in the data. Furthermore, by inviting parents to meet with our faculty, we hope to establish a strong rapport with the families of our ELLs and use their input to help guide our program and implement the program preferred by our students' families.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							2	4	4	4	1	3	1	19
<b>Total</b>	0	0	0	0	0	0	2	4	4	4	1	3	1	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	7

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			3		1	15		10	19

<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>10</b>	<b>19</b>
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	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
<b>TOTAL</b>	<b>0</b>													

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

<b>Dual Language (ELLs/EPs)</b>										
<b>9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	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

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
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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							2	3	3	4	1	2	1	16
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic								1						1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	2	4	4	4	1	3	1	19

# 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.

1. Students are grouped by language fluency level based on NYSESLAT or LAB-R scores; beginner, intermediate, and advanced groupings are present along with transitional proficient programming. The Brooklyn School for Global Studies contains a freestanding ESL program. There are three levels:

Beginner – (includes literacy level) has one general ESL class and two ESL “workshop” classes that focus on listening/speaking and reading/writing. These classes meet three times a day, five days a week (Monday through Friday). In addition, students are required to attend a ninth period ESL class Monday through Friday from 3:00 to 3:45. This spring, in preparation for the ELA Regents and Roundtable Final Projects, we will transition to two ESL classes PLUS one push-in class via English Language Arts.

Intermediate – students receive two class units per day focusing on listening/speaking and reading/writing. Both are traditional ESL classes.

Advanced – ESL students take ELA general education literature based course and one ESL workshop class.

Students at the Brooklyn School for Global Studies are able to observe the teacher as a model, practice the skill independently, then write in pairs or small groups, leading to a whole group discussion and retelling. Instruction includes shared reading, read-aloud, independent reading, journaling, writer’s and reader’s notebooks, modeling, active listening, and countless opportunities to view model reading and writing, as well as display model reading and writing to peers.

All program models are heterogeneous, but within each there are subdivisions of proficiency levels. For the exception of the push-in/pullout classes administered by the ESL teacher, the classes are in blocks and travel together as a grade level. Teacher created mini-lessons allow our students to work collaboratively and share what they have learned with their classmates. Differentiation is a growing force at Brooklyn Global Studies. Content is made comprehensible and accessible to all ELLs through native language instruction or the use of audio-visuals. As per the SIOP (Sheltered Instruction Observation Protocol) model, we are heading towards developing both content area objectives and language objectives for instruction.

2. The Brooklyn School for Global Studies differentiates instruction based on ELL subgroups as necessary. We currently have no SIFE students attending Global. Newcomers are placed together whenever possible to ensure comfort in speaking in both their native language and English. Global is committed in providing a quality education to all students. Intervention activities and materials are used throughout the day and during the extended day program with our LTEs. students are seen in small groups to work on reading comprehension strategies and writing skills as per our RNMR report. Book groups have students reading books on their level and interests. Each student is responsible for having read pages and an additional job which rotates within the group each session. Book group jobs include character development, plot, summaries, word detective (defining words from context and dictionary then connecting the two). Reading comprehensions skills are taught in ESL/ ELA and content areas.

Long term ELLs benefit from teaching practices within ESL. Out Title II program offers two components – a study group/ small group instructional activities and a separate group offering more social activities and trips to build community and practice practical application of English. Time is arranged for Special Education teachers to meet with the ESL teacher to discuss techniques, needs, and plan goals for shared students. We are also proud to offer multiple intervention programs for ELLs across grade levels and content areas. All programs are offered in English with minimal support offered in Spanish based on individualized teacher skills. Curriculum maps are designed in tandem

with ELA/ ESL teachers and literacy coach.

Student schedules at the Brooklyn School for Global Studies consists of eight 45-minute block periods, Monday-Friday from 8:30 to 3:00. While some of our students are mandated for a ninth period ESL class, these students also benefit from other courses such as Art, Spanish, English, Math, History, Physical Education, etc. ESL tutoring is also available after the ninth period ESL class. All students, ELLs and non-ELLs, receive two periods of ELA and math instruction every day. They also have science and social studies instruction five days a week. Instruction is grade and content appropriate.

3. Teachers of ESL students use a standards based, cross cultural format. Instructional adaptations are made according to the needs of the students. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

Newcomer ELLs are a priority at Brooklyn Global Studies. The ESL teacher works collaboratively with the teachers who have ELLs in the classroom to ensure content is accessible fair to the student's abilities. Newcomers are administered the LAB-R to see what their abilities are in their native language, as well as in English. This allows teachers to see what the student brings to the table.

Long-term ELLs have been a growing concern at Brooklyn Global Studies. These students receive additional support, as they are the most diverse of our learners since this population also includes our Special Education students. They receive after-school math/ELA tutoring. ELLs identified as having special needs are instructed in small (no more than four students) pull-out classes administered by the ESL teacher. These courses target language acquisition while covering grade-appropriate material.

#### 4. Differentiate Instruction for ELL Subgroups

##### SIFE:

Although we currently do not have any SIFE students attending The Brooklyn School for Global Studies, we are in position to meet the language acquisition needs of these students. With a rigorous daily program of ESL instruction, Rosetta Stone English and additional instruction during our ninth period ESL class, future SIFE students will receive the finest in ESL instruction.

##### Newcomers:

Our newcomers are exposed to high interest texts, innovative software such as Rosetta-Stone, Easy Language texts, magazines, as well as bilingual dictionaries and thesauruses. Periodic assessments such as ACUITY and Performance Series are used to monitor ELL student progress in relation to the ELA Regents exam. Additionally, our ESL teachers are more than adept in ELA Regents Preparation in the ESL classroom. ELLs who have passed the NYSESLAT are carefully monitored by the guidance counselor and the ELL coordinator. The ELL coordinator stays in contact with his or her general education teacher to ensure that all academic needs of the students are met. As per the new ruling, the Brooklyn School for Global Studies continues the testing modifications for the maximum number of years (3) during this transitional phase. Long term ELLs will be given priority when making instructional and curricular decisions since we must make every effort to meet the needs of these youngsters so that we can help them achieve NYSESLAT success.

##### ELLs Receiving 4-6 Years of Service:

Many of the ELLs students receiving 4-6 years of instruction are pulled out for small group instruction. The model of instruction for these students will follow the naturalistic approach to language learning and adhere to Balanced Literacy Approach delivered via the Workshop Model, Applied Whole Language and ESL methodologies to create and implement integrated classroom curricula. Instruction will:

- Provide a supportive curriculum that adheres to class curriculum so as to strengthen the ELL's reading, writing, listening, and speaking skills in the context of daily instructional activities.
- Provide formative and summative assessments to assess needs and determine goals.
- Differentiate instruction according to the specific needs of individual learners.
- Provide methods and strategies known to promote language development and build critical thinking skills.

##### Long term ELLs:

Long term ELLs should be supported in literacy development across the content areas. Regardless of subject matter, content and literacy, are simultaneously focused on for long term ELLs. Long term ELLs also benefit from the Read 180 Program.

**Special Needs:**

Special Education students' needs are met and implemented as per IEP and New York State mandates. Special Education teachers will receive training in ESL methodologies via professional development workshops and faculty conferences.

Test accommodations, such as extended time and use of glossaries, are mandated for all ELLs. Those students who tested out within the last two years are also eligible for parallel accommodations to that of current ELLs. The Assistant Principal and the ESL teacher work in collaboration with the Data Committee to disseminate student eligibility lists to the staff.

**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?

**5. Targeted Intervention Programs for ELLs:**

Students receive intervention in the form of small group instruction from teachers that include strategy groups, oral language groups, and guided reading groups. Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in order to enhance the student's second language acquisition and cognitive academic language proficiency. The ESL and content area teachers differentiate instruction for newcomers, Long-Term ELLs, and ELL students with special needs. The Imagine Learning Software program is an interactive program that closely tracks and monitors language acquisition and literacy progress for our ELL subgroups.

The following interventions are offered for ELL groups:

- Extended Day program provide targeted small group instruction
- ESL strategies are incorporated to scaffold language development across the modalities
- Our ninth period ESL class offers students additional support in the content areas with explicit instruction for small groups of ELL students
- Our parent coordinator provides ongoing support for the parents as they adapt to the school and the neighborhood

**6. Instructional Plan for Continuing Transitional Support for ELLs reaching proficiency on the NYSESLAT:**

The ESL Push-In teacher will continue to support these students and will continually monitor their progress with their classroom teacher. The ESL teacher will consult with the teachers of former ELLs and offer support to the teachers as well as the students. We will continue to provide the necessary, allowable, testing accommodations for two years after a student has reached proficiency. Former ELLs also participate in our Extended Day program and our Title III after school program. Test accommodations, such as extended time and use of glossaries, are mandated for all ELLs. Those students who tested out within the last two years are also eligible for parallel accommodations to that of current ELLs.

**7. Improvements That Will Be Considered for the Upcoming Year:**

We are continuing to look at the team teaching models that are used with the general education teacher and the ESL teacher to best meet the needs of all our students. We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We also hope to

have a Native Language Arts class in the upcoming 2011-2012 school year.

8. Programs being discontinued:

N/A since the school previously was without an ESL teacher/program.

9. Access to All School Programs:

One of the wonderful things about Global Studies is our enrichment/extra-curricular activities. Our extracurricular activities are as follows: Student Government, Arts Connection, Youth Court, Road Runners Club, Cheerleading, Baseball, Basketball, peer tutoring and enrichment, Flag Football, Yearbook Committee, and much more. All ELLs are encouraged to attend these programs. Middle school students are also encouraged to attend our Title III after-school program that is run in cooperation with Citizens Schools. All of our ELL students are encouraged to attend. Through this program students are provided additional academic supports as well as a social setting in which to practice language.

We also encourage our students to become independent learners via scaffolded reading and writing workshops. In addition, we have access to the following programs that will be used both during classroom instruction, as well as after-school during our ninth-period ESL class:

- MY ACCESS Writing
- Destination Math
- RIGOR
- EXC-ELL

All ELLs are part of our school wide initiatives which have a specific focus on addressing all four modalities- Listening, Speaking, Reading and Writing via the following systemic implementations:

- Cornell Note-taking
- Listening Centers in every classroom using Cornell Notes and Graphic Organizers
- Differentiating Instruction using data and students' areas of strength and focus
- Exposure to technology in all subjects
- Use of technology for projects and student growth
- On-going professional development that will support ELLs academic development
- Content Area Reading/Writing
- Thursday and Friday ESL literacy development

Bicultural/Bilingual Relevant Materials (Appropriate for all Sub-groups) are available in students' native languages. The ESL teacher has a variety of reading materials that focus on students' native cultures. Classroom libraries have a variety of genres and content-based books. Our resource room and book room have a wide selection of books to support students' literacy development. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice. In addition, our new computer lab will be equipped with latest language learning software, including Rosetta Stone in several different languages including English, Spanish, Arabic, French, Chinese.

10. Instructional Materials That Support ELLs:

Our ELL population can harness the power of technology in our new Mac lab by working with a proficiency-specific partner on a range of project-based activities such as: Listening Exercises using iTunes, iPhoto, Podcasts and Public Service Announcements in the classroom. Students also have the ability to practice the English Language by creating voice-overs, blogs, and slideshow narration to perfect their vocabulary, accent and comprehension. Additionally, students also practice their writing in English by creating visual presentations, films, and slideshows showcasing their mastery of English Language Arts.

Our Level 1 and 2 performing ELL students will take NYCDOE's free online literacy program entitled Scantron Performance Plus to highlight their strengths and weaknesses in literacy. Based upon this data, teachers could then differentiate their instruction in skills such as decoding, inference and recall. Further, teachers could create high interest projects utilizing the power of the Mac OSX operating system and the myriad of creative applications built for teachers embedded in these programs. Some strategies include but are not limited to: Career and college writing preparation, resumes, pod casts, public service announcements, use of historical fiction, non-fiction and poetry, analysis of controlling ideas literary elements, and Journals for student writing revision. Further, iMovie can be used in digital filmmaking of narratives to

harness the imagination, creativity and energy of our students when used in conjunction with cooperative, differentiated instruction.

**11. Native Language Support:**

We currently have staff members who speak Spanish, Chinese, and Bengali. These staff members are available to provide native language support when necessary. We also provide students with books and content material in their native language. We place our students in classes where other students speak their native language and English so that they can learn from each other and support each other. We have ordered additional native language arts books for the classrooms this year.

**12. Meeting the Needs of the Different Ages and Grade Levels:**

With our current programming we are meeting the needs of all of the ELL students in the school.

**13. Newly Enrolled ELL Students:**

Newly Enrolled ELL Students new to the school and the country will be part of a mentorship program. Each student will have a peer mentor who will supply them with pertinent school information, such as important locations in and around the school grounds and other available school support services. This practice will provide meaningful oral language development using the school community as a natural springboard.

In order to assist newly enrolled ELLs before the beginning of the school year, our Principal facilitates a new student orientation in late August. The Principal, Assistant Principals, and Parent Coordinator present the full gamut of our program including all extra curricular activities. Programs and extra curricular activities are open to all students. Student representatives from ROTC and other clubs also speak. Students from our various clubs and organizations give our incoming students guided tours of the building and answer all questions our new students may have.

Our Assistant Principal, ESL teacher, and translator (when needed) also offer opportunities to meet with parents of ELLs to assist them in understanding our programs and our school.

**14. Language Electives for ELLs:**

At this time, we do not have any language electives for our ELLs.

**C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development regarding English Language Learners will be available for all staff, including teachers, paraprofessionals, guidance counselors, special education teachers, secretaries and the parent coordinator. We will engage in those activities which support our ELL teachers and the general education teachers in providing the necessary adaptations and strategies for the ELL student. The ESL teacher will also attend professional development meetings and relay such information to content-area teachers at PD sessions. Our PD program will focus on assisting our ELLs through differentiation. This is in alignment with our instructional program because our goal is to increase English

language proficiency and differentiation is the key to this. To this end, we are planning the following PD sessions for our classroom and ESL teachers: Reading comprehension strategies for ELLs, Helping ELLs acquire academic language, differentiating instruction for ELLs in the classroom, ELA test prep for ELLs, and Regents prep workshops.

2. Our staff members make themselves available to all of our students transitioning to both middle school and high school. Our Guidance Counselors regularly meet with students to discuss any problems that they may encounter in either middle school or high school. Our ESL teacher supports our middle school and high school students with admission essays and helps prepare them for what life in high school and/or college will be like. We encourage 8th grade students/classes to visit the high school that they wish to attend. Global Studies also arranged several 12th grade bus trips for students to visit prospective nearby colleges.

3. All teachers at Brooklyn Global Studies must complete a 7.5 hour course on strategies in teaching ELLs as per Jose P. Special Education teachers and Special Education paraprofessionals must complete a 10 hour course. A copy of the certificate for the ESL course is placed in teacher's file. The School Payroll secretary is generating a list of the school staff that needs to fulfill this requirement.

Our school's professional development program is long term and ongoing in order to provide teachers with training on differentiated instruction and ESL strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet and exceed the New York State ESL Learning Standards and New York City Performance standards, and through this achieve improved scores on all state and citywide assessments. The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught "how to" utilize data from formative assessment to modify and intensify the English language development.

## **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Brooklyn Global Studies will host a series of workshops for parents of ELLs. The initial Parent Orientation meeting offers parents the opportunity to learn about our school. During this initial meeting, we inform parents of their rights and program choices in their native language and provide them documentation in their native language to ensure a full understanding. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam. This year we also hope to hold parent workshops that will encourage parents and guardians to participate and organize school events in order to maximize family involvement. These workshops will be conducted with translators so that the information is accessible to all parents.

2. We currently partner with Citizens Schools which provides an after-school program and also works with Global Studies to provide the clubs for the Global Studies after-school program. In addition, the ESL teacher is currently working with the parent coordinator, as well as the PTA committee, with the hopes devising a series of meaningful and desirable workshops that offer parents valuable and useful information, such as job skills and wellness sessions. We hope that these workshops will increase parent involvement in school related-events and create a sense of community for ELL and non-ELL families alike.

3. Our parent coordinator sends out surveys to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of the parents are.

4. Our parental involvement activities are based solely on the needs of our students and their families. In order to increase parent participation and provide families with meaning resources, we tailor our activities to meet the needs of our parents as well as the school community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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)	0										1		1	2
Intermediate(I)								1	3	2		2		8
Advanced (A)							2	3	1	2		1	0	9
Total	0	0	0	0	0	0	2	4	4	4	1	3	1	19

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B								4	2		1	3	1
	I							2		2	4			
	A													
	P													
READING/ WRITING	B							1	3	4	4	1	3	1
	I							1	1					
	A													
	P													

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

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			2						2
7			2		2				4
8	2		2						4
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	1								1
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		2	
Math	2		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

for the students in this area. Also, the vocabulary and the words that student tend to miss during their assessments are Tier II words.

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		

## Part VI: LAP Assurances

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 15K429**

*All Title I SWP 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:	355,798	1,060,327	1,416,125
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,558	10,604	14,162
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,790	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,580	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 81.4
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.

Teachers' programs were aligned with their license areas which was not done in the past. The school has identified HQ teachers to hire.

\* 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**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

### **Title I Parent Involvement Policy**

1. **The Brooklyn School for Global Studies** -will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

We will send the Brooklyn School for Global Studies Parent Teacher Association Community Education Council Representative to all CEC meetings and have that representative act as a representative for our school.

2. **The Brooklyn School for Global Studies** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

At the beginning of each year, the PTA executive board will poll parents on their opinions of what improvements need to be made.

Twice per school year, once in the fall and once in the spring, the School Leadership Team and the Executive Board of the PTA will meet specifically to discuss the state of the school and improvements they would like to see.

a. In the fall, the SLT will discuss the state of the school, which includes curriculum, security, daily operations, and discipline. This same body will do a walkthrough of the school building to discuss physical improvements. This body will then come up with a plan of action. They will report this plan of action back to the parent body.

b. In the spring, this same body will evaluate the effectiveness of the action plan and report the findings back to the parent body.

3. **The Brooklyn School for Global Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies:

a. Actively seeking at least one grant per year that is geared towards involving parents such as Parents as Arts Partners and similar programs.

b. The Parent Coordinator will continuously distribute information on programs, events, and organizations that will support parents in more fully participating in the education of their children.

c. We will actively seek programs specifically designed to support parent literacy.

4. **The Brooklyn School for Global Studies** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

a. The parent coordinator use sign in sheets for every parent and school activity, keeping a log of the time parents are volunteering in the building, maintaining records of Parent

#### Teacher Conferences

b. The PTA executive board should poll parents at every PTA meeting to ascertain which methods of communication best work, which workshops and activities where most useful, and to get suggestions on better methods of engaging parents.

c. The school will take full advantage of translation services and use a phone tree to target parents who may not speak English or who may not be able to read.

d. At the last SLT meeting of the school year to evaluate the effectiveness of the Parent Involvement Policy by reviewing parent sign in sheets, parent call and visit logs, and polls taken by the PTA.

5. **The Brooklyn School for Global Studies** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. The State's academic content standards;

ii. The State's student academic achievement standards;

iii. The State and local academic assessments including alternate assessments;

iv. The requirements of Title I, Part A;

v. How to monitor their child's progress; and

vi. How to work with educators.

#### **SUCH AS:**

- The Parent Coordinator will facilitate a minimum of 2 workshops during the school year that is directly related to improving their child's academic achievement. Some examples might be "Literacy in the Home" or "How to prepare your Middle School Child for their State Math Exam"

- Because we are a part of the Consortium and we use performance assessment, the Parent Coordinator in conjunction with the Roundtable Coordinator will conduct at least two workshops on roundtables and portfolios.
- To insure parents know how to monitor and understand their child's progress, the Parent Coordinator will facilitate a workshop at the beginning of every school year take parents step by step through the curriculum, conduct code, school policies, and state academic standards. We will also make sure they are familiar with our school wide grading policy. This will also be an opportunity to meet teachers and staff.
- At the first PTA meeting the Principal or her designee will go over the Parent Handbook with the Parents.

b. **The Brooklyn School for Global Studies** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Making handouts available that reiterate material discussed at parent workshops, meetings, and activities.
- At the beginning of each year parents will be provided with a Family Handbook.
- We will provide parents with outside resources that will help with their children's academic needs.

c. **The Brooklyn School for Global Studies** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Having joint activities for staff and parents, including social events like our Annual Pot Luck Dinner and Breakfast with the Principal.
- We will also develop a discussion board on our website for teachers and parents to talk freely and at their leisure.

d. **The Brooklyn School for Global Studies** will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs such as our "Grandparent's Appreciation Luncheon" "Parent Book Club" and "Parent Talent Show" to target groups that may not normally be very active in the school community.

e. **The Brooklyn School for Global Studies** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

School calendars, flyers, monthly newsletters, and emails will be prepared by our Parent Coordinator and distributed to the entire community by backpacking home with students and using our current phone notification system. Materials distributed will be translated to meet the needs of our multilingual families. The school will also maintain a website that will be an up to date source of school information and have links in the languages relative to our families. Major documents, flyers, and other correspondence will be translated into Spanish.

## Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents, Part A programs, as evidenced by The Brooklyn School for Global Studies School Leadership Team.

This policy will was adopted by **The Brooklyn School for Global Studies** on October 2, 2010 and will be in effect for the 2010-2011 school year. The school will distribute this policy to all parents on or before February 5, 2011.

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**TEMPLATE - MAY 2010 26**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: School wide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a School wide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

At Brooklyn School for Global Studies so much of what we've targeted in our work as a school is directly connected to our past school report cards, progress reports, DY0 assessments, and quality review findings. It is powerful to note that much of the quality review recommendations often come from our own research about our school community and learning environment, and the direction in which we need to go in order to serve our student population. Analysis indicates that we are on the right track; we simply need sufficient time to make it a reality for continued success. Currently, our Middle School is a School in Need of Improvement in Year 1. Our High School is designated restructuring Year 1. However, we have already begun making attempts by achieving our harbor targets in the area of the ELA Regents. Over the course of the last two years, we have thoughtfully begun to respond to the needs of our school community as evidenced from the plethora of data we consistently gather. Students take mastery tests to determine whether they have reached proficiency in particular concepts and then are either accelerated or re-taught as needed. This is intended to cater to the learning styles of students. We have made concerted efforts to equip our staff with various tools that will assist them in differentiated instruction and fostering a learning environment that addresses the different needs of their students.

Remedial activities are provided for students who have not yet mastered the material, while students who master the material are accelerated and provided enrichment. Students have the option of revising their work until it meets the standard. Teachers have begun to internalize that differentiation can occur by way of product, process, and/or content. It's important to note that workshop model directly correlates to differentiating instruction for students, and occurs across our school community. We have developed lesson planning templates, and unit planning templates to assist teachers in their practice. Our 12<sup>th</sup> grade advisory program is a conduit to improve and strengthen the students' social and emotional development. Research shows that students who have a close relationship with a member of the staff are more likely to come to school and to have a healthy school life. Teachers meet on a weekly basis in grade teams to discuss concerns, attendance, and potential outreach. Teachers provide a safe, respectful environment for students to get support, set goals, complete roundtables and portfolios, and prepare for benchmarks. With respect to finding ways to motivate and engage older students, and at the urging of our older students we have piloted an internship program, WISE (Working in Support of Education), where students are able to create projects that are personalized and involve mentorship amongst the school staff. The variety of the internships is inspiring. In an effort to reach out to our students who have fallen behind, we have implemented a recovery program that allows for students to focus on one subject for a concentrated amount of time. Students move through each course – ELA, History, Science, and Math--in 6-week cycles. We have already begun to assess the success of this program versus our previous recovery efforts in teacher meetings specifically designed to discuss the students progress, roundtable and portfolio work as applicable, and standardized assessment preparation. It is not unlike a school inside of a school. Being a member of the NYC Performance Standards Consortium we are fortunate to network across schools regarding the grading of our roundtables, the tuning of our interim assessments, and of course professional development. As a staff, we are engaged in normalizing our student roundtable presentation rubrics, and how we assess student's roundtables in general. This has been a great forum that has encouraged us to fine tune our process and engage in discourse around supporting students in this work. School-wide the conversations have been generative and thoughtful. This work is never done. It continues to evolve and change as our students do. Each year we seek to improve and cater to the specific needs our student population. We are encouraged by the commitment of our staff to provide an excellent education for our students, and that discovery, critical thinking, and mastery are a part of The Global Studies experience.

## 2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - Guidance Conferences with students and parents
  - Through targeting at risk students such as lowest third citywide using ARIS and the RCOS reports, we provide intensive AIS services such as: Double Period E5/E7 classes, Dedicated Remedial ELA Courses, Tutoring, Extended Day Services, and Plato online.
  - Through targeting at risk students using ARIS and the RCOS reports, provide intensive AIS services such as: Dedicated Integrated Algebra classes, remedial integrated algebra Courses, Saturday tutoring, and Extended Day Services.
  - By making portfolio roundtable completion an essential element of both primary and extended day learning with clear benchmarks for each semester students will be able to swiftly move towards graduation and increase their portfolio completion rate.
  - The infusion of technology to differentiate instruction
  - Guidance services – St Vincent's Mental Health Services
- b) Use effective methods and instructional strategies that are based on scientifically-based research:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

- Collaborative Team Teaching
- Inquiry Team work
- Palazzi Strozzi Foundation Writing Project
- Citizen Schools Program
- College Bound College Advisor
- Saturday/After School Academy
- New 8 period schedule to increase credit accumulation
- Extended Day/Week Programs
- Clubs and activities afterschool such as music band, cheerleading, PSAL Champs, Dance and Flag Rugby.
- Master and Turnaround Teachers as per Transformation Grant
- DYO Assessments

### 3. Instruction by highly qualified staff.

- The hiring of Master and Turnaround Teachers
- Kaplan Coaches
- Common Planning Time
- Teachers teaching in license

### 4. 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.

- Establishment of Instructional Cabinet of Teachers
- Data Inquiry Teams
- Our partnerships with Kaplan and AVID
- Full year calendar of PD opportunities

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

Master and Turnaround Teachers hired through Transformation Grant  
Recruitment done through Consortium and local colleges

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

- Parent Book Clubs
- PTA run book fair
- Parent Workshops

7. 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.

Not Applicable

8. 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.

- Establishment of Instructional Cabinet of Teachers
- Data Inquiry Teams
- DYO Assessments
- Consistent Grade Team Meetings

9. 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.

- Through targeting at risk students such as lowest third citywide using ARIS and the RCOS reports, we provide intensive AIS services such as: Double Period E5/E7 classes, Dedicated Remedial ELA Courses, Tutoring, and Extended Day Services.
- Through targeting at risk students using ARIS and the RCOS reports, we provide intensive AIS services such as: Dedicated Integrated Algebra classes, remedial integrated algebra Courses, Saturday tutoring, and Extended Day Services.
- Regents Tutoring
- Saturday Tutoring
- Citizen Schools homework help

10. 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.

St. Vincent's School Based Mental Health program  
SPARK Counseling and Workshops  
Anti-Bullying Workshops

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> 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 <sup>2</sup> 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	(✓)			298,870	(✓)	12,13,14,15,16,19
Title I, Part A (ARRA)	Federal	(✓)			1,049,723	(✓)	12,13,14,15,16,19
Title II, Part A	Federal			(✓)			
Title III, Part A	Federal			(✓)			
Title IV	Federal			(✓)			

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal	(✓)			282,720	(✓)	12,13,14,15,16,19
Tax Levy	Local	(✓)			2,282,683	(✓)	12,13,14,15,16,19