



Brooklyn School for Collaborative Studies
2010-2011
School Comprehensive Educational Plan
(CEP)

school: Brooklyn / 15K448
address: 610 Henry Street
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Table of Contents

Section I: School Information
Page.....3

Section II: School Leadership Team Signature
Page.....4

Section III: School Profile.....5

Part A: Narrative Description.....5

Part B: CEP School Demographics and Accountability Snapshot (SDAS).....6

Section IV: Needs Assessment.....10

Section V: Annual School Goals.....11

Section VI: Action Plan.....12

Required Appendices to the CEP for 2010-2011.....13

Appendix 1: Academic Intervention Services (AIS) Summary Form.....14

Appendix 2: Program Delivery for English Language Learners (ELLs).....16

Appendix 3: Language Translation and Interpretation.....18

Appendix 4: NCLB Requirements for Title I Schools.....19

Appendix 5: NCLB/SED Requirements for Schools Identified for Improvement, Corrective Action, and Restructuring.....25

Appendix 6: SED Requirements for Schools Under Registration Review (SURR)...26

Appendix 7: Title I, Part A – Support for Students in Temporary Housing (STH)...27

Appendix 8: Contracts for Excellence (C4E) School-Based Expenditures.....28

Section I: School Information Page

School
School Number: 15K448 **Name:** Brooklyn School for Collaborative Studies
School Address: 610 Henry Street
718
923
School Telephone: 4750 **Fax:** 718 923 4730
Email
School Contact Person: Alyce Barr **Address:** abarr@schools.nyc.gov

<u>Position/Title</u>	<u>Print/Type Name</u>
School Leadership Team Chairperson:	Wanda Barbot
Principal:	Alyce Barr
UFT Chapter Leader:	Kelley Wolcott
Parents' Association President:	John Creech
Student Representative: <i>(Required for high schools)</i>	Jovon Ferguson Melanie Bostic

District and Network Information
**Children First
Network**

District:	15	(CFN):	102
Network Leader:	Joseph Cassidy and Alison Sheehan		
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/ronlyres/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
Alyce Barr	*Principal or Designee	
Kelley Wolcott	*UFT Chapter Chairperson or Designee	
Denise Alexander	*PA/PTA President or Designated Co-President	
TBD	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ed Kelley	DC 37 Representative, if applicable	
Jovon Ferguson Melanie Bostic	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Christine Chan	Member/Teacher	
Joshua Steckel	Member/Guidance Counselor	
Wanda Barbot	Member/AP	
Joy Smith	Member/Parent	
Pearl Harmon	Member/Parent	

Sarah Hovde Member/Parent

Nancy Salomon Miranda Member/Parent

Katherine Anderson Member/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.

The Brooklyn School for Collaborative Studies opened in September 2001, after being planned by Brooklyn New School staff and parents for two years. Our goal was to create a middle school that was designed to fit the developmental needs of early adolescents. In September 2005, we welcomed our first 9th grade class, as we began a gradual expansion to a 6-12 school. In 2009, we graduated our first high school class.

We work to build a school where:

- ~ there is a racial, ethnic and economic balance
- ~ students are engaged in inquiry-based learning
- ~ students of different skill levels work together
- ~ parents are involved in their child's education

We believe adolescents learn best when skills are embedded in big investigations of real-world problems. We design inquiry-based curriculum, resulting in students using real-world tools for discovery, analysis, and expression of their learning. Technology and the arts are essential to our mission.

Expeditionary Learning (EL) School provides a structure and focus for our work and you will see evidence of EL's five core practices (Active Pedagogy, Learning Expeditions, Culture and Character, Structures, and School Leadership and Improvement) everywhere you go. Our teachers work together in teams to design interdisciplinary curriculum, plan experiences to make sure we know our students well and support their growth in character as well as academic skills, and to carry out our school's transition to a PBAT system, as we have just become a Regents-exempt school. Our status as an EL school helps us to maintain coherent vision and continuous school improvement during a time of extremely dynamic growth and change for our young school.

Our leadership structure is layered; it provides every member of the teaching staff with support and distributes accountability and responsibility in ways that build capacity. Alyce Barr serves not only as Principal but also supports and supervises ELA, humanities, social studies and arts teachers in all grades. Wanda Barbot, the Middle School Director, supports and supervises 6th grade core, special education, Spanish, ESL, and PE teachers. Scill Chan, the High School Director, supports and supervises math, science, and technology teachers. The Principal and the two Directors meet regularly with the lead teachers of their respective departments. New teachers are mentored by lead teachers, and in the case when we do not have an in-house mentor, we seek one from outside the school community.

All team meetings have agendas and published minutes. Each team establishes group norms, encourages participation of all members, and holds members responsible for adhering to norms. Whole staff meetings now include EL core practices, i.e. learning targets for the meeting, opening with an initiative that teachers can replicate in class, and timed agenda items.

It is our mission to reflect within our student body and staff the full diversity of NYC and to enable our students to develop cross-cultural competence - perspective that enables them to work productively and interact comfortably with those different from themselves. Our student body includes a high proportion of young people with special needs; over 30% of our students have IEPs. More than 50% of our classes are co-taught by two teachers in a collaborative team teaching set-up. We have two 12:1 self-contained classes in our MS. At the other end of the learning spectrum, we also have extremely strong students to whom we offer individualized programs to challenge. We seek to meet the needs of this wide span through inquiry-based curriculum, strong AIS structures, and honors options as well as other structures for advancement such as College Now. Our inquiry team has been studying the needs of our struggling math students, looking closely at students with IEPs who have lost ground in the past year; by understanding the challenges these students face, we believe we can help all our math students.

Parental involvement is key to our mission and is supported by monthly letters, personal invitations to PTA meetings, our Parent Coordinator, Tracey Pinkards' direct contact with people, and student-led Student-Parent-Teacher Conferences.

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.

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?

According to the 2009-2010 SQR report, we need to:

- Use the expertise within the school to help all teachers develop instructional strategies to support the wide array of learners in each classroom.
- Develop systems to support teachers in identifying goals for student sub-groups and in tracking those goals to ensure student learning across the school population.
- Unify the school's system for tracking learning targets so that teachers in every class can identify patterns and trends, and better address struggling students.
- Formalize the school's system for benchmarking progress toward long term goals so that teachers and school leaders can make adjustments as needed to continuously improve student outcomes.

According to our Learning Environment Survey, we need to increase parental engagement and we have most need for growth in the following areas:

- Student engagement
- Communication with families
- Safety and discipline
- Teacher participation in decision making and goal setting

OORS data indicates that the number of reported safety and disciplinary infractions, classroom removals and suspensions has risen steadily in the past three years. The learning environment survey also shows that students, teachers and families, feel there is a need for improvement in safety and tone.

Brooklyn School for Collaborative Studies' NCLB/SED accountability status indicates we are making adequate yearly progress and it is a school in good standing. The school received two DOE letter grades, an A for grades 9-12 and a B for grades 6-8. The school earns bonus points for making progress with high need students. Based on this data there is a need to improve credit accumulation for high need students in grade 10, for increasing student achievement as measured on NY State MS ELA and Math tests, and for increasing challenge for our highest achieving students.

Based on data collected from our DY0, it is clear we need to raise student reading levels. increase reading volume and stamina, improve basic math skills, and develop writing fluency, particularly in essay and longer non-fiction writing.

We have determined our staff learning targets to be: **Learning Target #1.** I can plan and document my curriculum, aligning assessments and daily instruction to long-term learning targets and summative assessments.

Evidence for LT #1:

- My curriculum map and classroom practice reflects that I use:
- high quality long-term learning targets with a balance of knowledge, reasoning, and skills
- quality assessments that match learning targets
- a body of evidence with multiple opportunities for students to demonstrate mastery of targets
- assessment planning tool
- daily instructional strategies which differentiate instruction based on what I know about my students
- explicit connections between how learning targets lead students to mastery of state summative assessments in my subject area

Learning Target #2. I can apply knowledge I gain about my students from assessments (AFL, AOL, diagnostics, IEPs) to help me plan differentiated instruction so that my students master the long-term learning targets and HOWL

learning targets.

Evidence for LT #2:

My curriculum map and classroom practice reflects that I use:

Assessment for Learning (AFL) including diagnostics, rubrics, and exemplars

Data from IEPs to differentiate assessments

Data from NYS and classroom test results to identify student

strengths/weaknesses and to arrange strategic learning groups for my students

Information from PD to differentiate instruction such as compacting, tiering

Professional development will be guided by these questions:

- What am I doing in class today, and how is it connected to the learning targets my students must master?
- How well do I know my students, and how do I use that information to differentiate my teaching?

During the 2010-11 school year, BCS faces the challenge of integrating 15 new teachers into a teaching staff of about 70. Nearly 22% of the staff is new to our school. Of these 15, 7 (47%) are new to teaching, 2 (13%) are second year teachers, and 6 (40%) have more than two years of teaching experience. Additionally, there are 2 second year teachers who began their careers with us last year.

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.

1. To improve student performance in literacy as indicated by the number of students meeting the state reading standard for reading 25 books, 6-8 grade students meeting standard on the NYS ELA exam and HS students passing the ELA exam.
2. To create a safer and more orderly environment as indicated by the implementation of a conflict resolution program and a 5% increase in the number of students who respond affirmatively to the Learning Environment Survey statement “There is a person or program at my school that helps students resolve conflicts.”
3. To transition to school-wide use of specific habits of work and learning that are graded.
4. To create a comprehensive academic, athletics, and arts afterschool program that fosters positive engagement in school life and both supplements and complements academic programming. In this baseline year, at least 20% of BCS students will participate in one afterschool activity of their choice.
5. To provide a comprehensive onboarding, mentoring, and support program for new teachers that will result in each teacher does not yet “highly effective” rating in impact on student learning, instructional practice and professional contributions going up one level in at least two of those categories. For example, in other words, teachers who are ineffective would move to developing, developing to effective, effective to highly effective.
6. To improve family engagement by creating a clear foundation, structure, and calendar for parent communication and engagement as indicated by a 10% increase in participation in PTA meetings and other parent events..

7. 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): ELA/ Reading

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To improve student performance in literacy as indicated by the number of students meeting the state reading standard for reading 25 books, 6-8 grade students meeting standard on the NYS ELA exam and HS students passing the ELA exam.

In 2009-10:

- 53% of students who attended school at least 90% read at least 25 books and 42% of students who attended school less than 90% of the time read at least 25 books
- 34% of 6-8 grade students performed at level 3 or above (met standard) on the NYS ELA exam
- 66% of HS students who took the ELA Regents Exam passed it

In 2010 - 2011

- At least 57% of students who attend school 90% of the time and 45% of the students who have less than 90% attendance will read at least 25 books.
- At least 3% of students in grades 6-8 will move up a performance level, either from 1 to 2, 2 to 3 or 3 to 4
- At least 69% of 11th grade students who take the ELA Regents Exam will earn a passing grade.
- We will analyze test data by performance indicators to see which test items /indicators our students are having most difficulty with and target instruction accordingly.
- We will continue the Principal's Reading Initiative we began last year, including three supported independent reading periods per week for all students, three informal reading assessments per year, and four

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

documented crew reading conferences per semester.

- We will build our crew/classroom libraries with input from students and staff regarding popular books. We will continue to track progress toward meeting the 25 book standard, student by student and crew by crew, providing additional support to teachers whose students are not making adequate progress.
- We will include differentiated reading group instruction in HS ELA and MS Humanities classes.
- We will provide reading strategy instruction to our ELA and Humanities teachers.
- We will program a special class to provide targeted instruction for 12th grade ICT and SETSS students who did not pass ELA Regents exam in 2010
- Use Inquiry Team structure to identify best practices related to the PRI

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

NYSTL - Books

Human Resources

Lead teachers

Principal and Assistant Principals

All teachers

BCS Crew Leaders and ELA/Humanities/12:1 teachers

Time

Crew (3 days a week for SSR)

Wednesday PM Common Planning and Professional Development - SBO for common planning and PD

Department Meetings

Grade Team Meetings

Weekly Academic Leadership Team and Cabinet Meetings

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- PRI Charts (reading logs), number of books read (recorded on progress reports at each quarter - October, January, March and June)
- TC and Bader Assessments, fall, midyear and spring reading levels
- Practice Regents and MS ELA exams (winter and early spring)
- MS ELA and HS ELA Regents exam scores in June 2011

Subject/Area (where relevant): Safety and Discipline

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To create a safer and more orderly environment as indicated by the implementation of a conflict resolution program and a decreased number of suspensions and classroom removals.
In June 2011, we will see at least a 5% decrease in classroom removals and suspensions compared with June 2010.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Create an internal Google Doc to track removals and suspensions. Review regularly with Leaders, guidance and key staff.
- Make it clear to staff what constitutes grounds for removal/suspension.
- Confer/support staff with highest numbers of occurrences, requests for removals, suspensions
- Uniformly encourage the use of the guidance ladder forms posted on the Teacher Portal of the BCS website.
- Meet weekly with guidance team to develop schoolwide conflict resolution program.
- Provide professional development in conflict resolution to guidance and teaching staff.
- Include time in grade team meetings for work on conflict resolution
- Include safety as a topic at PTA and SLT Meetings.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS*

We will have regular daily check-ins with School Safety agents to alert them to potential student conflicts and areas of concern. This will allow us to divert personnel to targeted areas and prevent incidents. We will have regular weekly meetings with Guidance staff to discuss success of conflict resolution program and students who may be red-flags. PD time for Guidance will be dedicated to

budget categories, that will support the actions/strategies/ activities described in this action plan. reviewing and enhancing conflict resolution program and working with grade teams about the conflict resolution lessons.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Classroom removals and Suspensions – principal’s, superintendent’s - from OORS and internal system (by teacher), month by month compared with data from last year.
- Tracking data month-by-month and look at it compared to marking period, by teacher, by location, by age and grade and design ongoing interventions for recurring issues.
- Documentation of Conflict Resolution PD

Subject/Area (where relevant): Student Engagement

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

To create a comprehensive academic, athletics, and arts afterschool program that fosters positive engagement in school life and both supplements and complements academic programming. In this baseline year, at least 20% of BCS students will participate in one afterschool activity of their choice.

Increase Participation: Now that this program has successfully begun, word of mouth and flyers have done a great deal to share information about it with students and families. Our next steps would be to target specific students and families that we feel would benefit and to share current success stories.

Funding: It is important that this remain a Free of Charge program for BCS students, ensuring that the opportunities that Afterschool provides are equally accessible by our entire community. In the current model, this would mean allocating an additional \$40,000 to fund the staffing and supplies for the two remaining cycles of classes. As of now, this funding is only guaranteed to cover the program through January 2011.

Documenting Success: Tracking student participation in all programs through attendance and sign in sheets, asking parents, students and instructors to provide feedback about how various programs have impacted the school, community, individual

Seek Partnerships: Currently have partnerships, which provides a free program with the Moth and Stoked. We are also seeking to work with BAM, Brooklyn Arts Exchange, Chefs to Schools, as well as other programs which will provide enriching afterschool opportunities for BCS students.

Track Academic Achievement:

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- TL Salary - Community Coordinator (hours adjusted to coordinate afterschool program)
 - TL Teacher Per Session \$20,000
 - City Council CASA Grant - Brooklyn Academy of Music (second semester)
 - Parent Volunteers/PTA - Monthly MS Rec Nights
-
- Gradual increase in participation of each program from week to week
 - Student interest in creation of additional programs
 - Positive feedback from families about programs offered
 - Afterschool programs promoting physical activity or organized sports promote healthy lifestyle choices for students
 - Provides a structure to foster partnerships with additional outside organizations, providing free of pay opportunities for our community.
 - Afterschool tutoring and college support ...
 - Provides place where peers can interact without pressures of street or neighborhood life
 - Provides place for positive relationships with staff
 - Some programs focus on providing students with safe place for "talk" teaching positive ways to share their stories.
 - A reduction in afterschool incidents of violence among our student population
 - An increase in academic success for students participating in tutoring programs.

Communication, Grading,

Subject/Area (where relevant): Assessment, and Consistency

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To transition to school-wide use of specific habits of work and learning that are graded.

At least 90% of teachers will use a new version of our report card and progress report that makes explicit four specific habits of work and learning that are graded for each core class

1. Responsibility for my own learning
2. Responsibility to my community
3. Craftsmanship
4. Attendance & Punctuality

At least 90% of teachers will use a formula that sets 20% of the grade for each course for “Habits of Work and Learning” or HOWLs, and these HOWLs will comprise 20% of each students’ grade in all classes.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timeline

- Develop a common schoolwide rubric for grading specific HOWLs (by 9.10)
- Plan and provide professional development for defining and collecting evidence to support students’ development of these HOWL (5.10 - 6.11; concentration from 6.10 -10.10)
- Tailor PD to meet needs of specific departments and individual teachers (9.10 - 6.11)
- Lead teachers will work with teachers one on one and in departments (9.10 - 6.11)
- Provide exemplars for development of course specific use of HOWLs (9.10 - 6.11)

- Present use of HOWL to Parents at PTA Meeting/Curriculum Night (9.2.10)
- Key staff will attend and turnkey Expeditionary Learning Grading and Reporting PD (7.10 - 6.11)

Professional development and support for all teachers to include:

- mapping curriculum aligned with standards-based learning targets
- aligning assessments with learning targets
- separating "Habits of Work" grades from content learning targets
- accurate reporting of student learning based on a developing mastery-based grading system

Reflect on use of HOWLs and progress toward mastery grading to move forward for 2011-12 (5.10 - 6.10)

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Human Resources

Lead teachers
Principal and Assistant Principals
All teachers
NYC Outward Bound School Designer
Substitutes for class coverage

Time

Wednesday PM Common Planning and Professional Development - SBO for common planning and PD
Weekly Academic Leadership Team and Cabinet Meetings

Fiscal Resources

CFE Contractual Services, NYC Outward Bound (Expeditionary Learning PD)
TL Lead Teacher

Title 1 Setaside for Professional Development (T1 ARRA)

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Progress Reports with evidence of HOWLs (quarter and semester progress reports, October 2010, January 2011, March 2011, June 2011)
- HOWL evidence catcher for each teacher/course

Subject/Area (where relevant): Onboarding and Support of New Staff

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To provide a comprehensive onboarding, mentoring, and support program for new teachers that will result in each teacher does not yet “highly effective” rating in impact on student learning, instructional practice and professional contributions going up one level in at least two of those categories . For example, in other words, teachers who are ineffective would move to “developing”, developing to effective, effective to highly effective.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Lead Teachers will provide individual and group support around consistent structures and protocols, engaging curriculum, and positive relationships with students. New teachers will receive professional development on BCS initiatives and customs (PRI, SLC, Crew). Whole school PD will be differentiated to support teachers who have less experience with Learning Targets, AFL, AOL, and aligning assessments with learning targets.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Human Resources

Lead teachers
Principal and Assistant Principals
All teachers
NYC Outward Bound School Designer
Substitutes for class coverage

Time

Summer EL workshops
3-Day New Teacher PD Before Labor Day
Wednesday PM Common Planning and Professional Development - SBO for common planning and PD
Weekly Academic Leadership Team and Cabinet Meetings
Individual New teacher meetings

Bi-Weekly New Teacher lunch meetings

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Individualized by teacher according to defined needs and goals:

Including:

- Weekly meetings to review lesson plans with evidence of focused learning targets
- Classroom Visits to assess consistent structures and protocols (bi-monthly)
- Check-ins with cooperating teachers to assess the working relationship with regard to differentiation, delivery of curriculum, shared grading, shared classroom behavior management (bi-monthly)

Subject/Area (where relevant):

Family Engagement and Communication

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To improve family engagement by creating a clear foundation, structure, and calendar for parent communication and engagement.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Collect family feedback for improved communication (5.10 - 6.10)
Produce and distribute a parent handbook. (7.10 - 10.10)
Gather email addresses from as many families as possible;
Send weekly school news via email
Use autodialer for to disseminate key school information
Plan (with parent leaders) and host family engagement events including MS rec nights, curriculum and arts celebrations, PBAT information sessions, parent information sessions (9.10 - 6.11)
Track participation at each event to determine which bring most families
Translate key documents and fliers into Spanish, Arabic and Chinese

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Salaries:
Community Coordinator
Parent Coordinator
Per session for teachers at evening events
OTPS:
Autodialer program
Paper, copier supplies
Translation
Refreshments

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Weekly Meetings with Parent Coordinator and Community Coordinator
- Logs of attendance from Parent Events
- Monthly review of email list
- Pre-survey (prior to learning environment survey) of parents

Projected Gains: Increase number of family events in 2010-11 by 20% from 2009-10; send weekly email blasts regarding school news; translate and distribute at least 10 additional key school documents

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 - N/A

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

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	90	90	20	20	25	2	0	2
7	90	70	30	30	15	1	0	4
8	90	70	25	25	15	1	0	4
9	95	95	95	95	20	1	2	2
10	95	95	20	20	20	0	2	3
11	85	85	20	90	30	1	2	5
12	85	85	20	25	35	1	2	3

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Every 9 th grader has a half hour of lunch so they can receive academic support. Every Wednesday, every BCS student is enrolled in an elective. These classes are conducted in small group during school hours. There are literature study classes, graphic novel classes, creative writing, etc. SSR every day 6-12 for 30 minutes during crew (official class) and students choose just-right books and log them towards the NYS standard of 25 books per year. Crew leaders do reading assessments and reading conferences 3x a year with every single student. Credit recovery classes are offered in lowered class size during the school day. Every 6 th grader has differentiated math where they take a diagnostic every unit and are placed in the appropriate math class.
Mathematics:	Every 9 th grade has a half hour of lunch so they can receive academic support. All math teachers offer afterschool support at least 1-2 days a week. Every Wednesday, every BCS student is enrolled in an elective. These classes are conducted in small group during school hours. Math classes are differentiated by level: budget and business, computer science, architecture, virtual math manipulatives, etc.
Science:	Every 9 th grader has a half hour of lunch so they can receive academic support. Every Wednesday, every BCS student is enrolled in an elective. These classes are conducted in small group during school hours. They are The Natural World, Boat Building, Introduction to Computer Programing, Computer Science, Digital Music. All science classes have a lab component and similar lab-writing protocols to reinforce scaffolding of skill development in science over the years. All HS science teachers offer 1-2 days per week of after school support.

- Social Studies:** Every 9th grader has a half hour of lunch so they can receive academic support. Every Wednesday, every BCS student is enrolled in an elective. These classes are conducted in small group during school hours and include Social Studies PBAT classes, Film and History, History of Rock and Roll. Credit recovery classes are offered with lowered class size during the school day. Students receive support on their PBAT in small groups in PBAT Seminar, and all HS SS teachers offer afterschool support with writing and editing.
- At-risk Services Provided by the Guidance Counselor:** Our school has 4 guidance counselors that take students at risk and run lunch time focus groups. Bullying, grief groups, self-esteem, divorce and single parent, “mean” girls. In addition, one counselor focuses on college preparation and admissions. The guidance office is always manned and open for drop in services. We also have three guidance interns from a nearby university who do at-risk counseling with students.
- At-risk Services Provided by the School Psychologist:** The School Based School Psychologist sees several students at risk and checks in with teachers to provide supports for students.
- At-risk Services Provided by the Social Worker:** The Social Worker sees several students at risk and checks in with teachers to provide supports for students.
- At-risk Health-related Services:** Our health-related service providers see several students at risk and checks in with teachers to provide supports for students.

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.

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.

- x 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.**

This is the first year our school is submitting a Title III program narrative and budget.

Section I. Student and School Information

Grade Level(s) 6-12

Number of Students to be Served: 34 LEP 0 Non-LEP

Number of Teachers 2

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Brooklyn School for Collaborative Studies was formed in 2001, after being planned by Brooklyn New School staff and parents for two years. Our school is located in the Carroll Gardens section of Brooklyn and we serve sixth through twelfth grade. Our student body includes a large percentage of students with special needs, as over 30% of our students have IEPs. More than 50% of our classes are co-taught by two teachers in a collaborative team teaching set-up. English language learners comprise less than 5% of our student population.

As an Expeditionary Learning (EL) school, our teachers collaborate to design interdisciplinary curriculum, plan experiences to make sure we know our students well and support their growth in character as well as academic skills, and to carry out our schools' transition to a Performance Based Assessment (PBAT) system.

BCS has organized its ESL program to implement CR Part 154 regulations and the No Child Left Behind Initiative. We are a Title I school and this is the first year we are receiving Title III funding. This funding will help ensure that our ELLs receive the appropriate services in order to meet New York State Standards.

Our standards-based instruction, which focuses on scientifically based methodologies, utilizes a variety of materials that integrate listening, speaking reading and writing and foster critical thinking skills. Our ELLs are provided with instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding, modeling, bridging, contextualization, schema building, text-representation meta-cognition, are evident in all our classrooms. Furthermore, our ELLs experience the following consistent common teaching practices in all academic classrooms: explicitly learning targets, research-based comprehensive strategies and discussion protocols for engaging in accountable talk.

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.

Our Title III after school program for ELLs will supplement not supplant our ESL day time program required under CR Part 154. It will service our 34 LEP students in grades 6-12 and take place on Tuesdays and Thursdays from 3:30-5:30. The program will operate at two levels. The beginning level will be taught by an experienced licensed ESL teacher and target our growing newcomer population. This 20-week program will focus on the acquisition of oral and listening skills during the 1st 10 weeks and reading and writing skills during the latter half. Our 20-week intermediate/advanced level, focusing on intensive differentiated literacy instruction, will be taught by a licensed ELA teacher. Instructional materials to support our program will be purchased. This will include four Rosetta Stone language development software packages, an instructional series focusing on the NYSESLAT, trade books in Spanish, French, Chinese, Bengali and Arabic, as well as general instructional supplies including folders, workbooks, notebooks, paper, and writing supplies. Funds will also be used to supply snacks to students at the beginning of class and to finance an end of program dinner celebration in Chinatown.

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.

BCS Professional Development Program will provide our one Title III ELA teacher with training in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiation instruction for our LEP students. These professional services will be facilitated by school administrators and our ESL teacher and will be at no cost to Title III.

Section III. Title III Budget

School: Brooklyn School for Collaborative Studies
Allocation Amount:

BEDS Code: 331500010448

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session	\$7982.40	80 hours of per session for ESL and General Ed teacher to support ELL Students: 2 teachers x 80 hours x \$49.89 = \$7982.40
Purchased services	0	
Supplies and materials . - Additional curricula, instructional materials. Must be clearly listed.	\$2,352.60	Instructional materials to support after school Title III program will be purchased. These will include workbooks, notebooks, trade books in Spanish, French, Chinese, Bengali and Arabic, paper, writing supplies
Educational Software (Object Code 199)	\$4,000	4 Rosetta Stone language development software packages for after-school program
Travel	\$165	Round trip subway trip for 24 students and parents

Other	\$500	End of program dinner celebration in Chinatown and after school snacks for 34 students for 20 weeks
TOTAL	\$15,000	

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

- 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.**

We use a home language survey and self-disclosure. Because we have student-led conferences, we ask the students in advance to tell us what languages their parents speak.

- 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.**

We have brochures translated into Arabic, Bengali, Chinese, Spanish and French.

Part B: Strategies and Activities

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.

All coversheets for progress reports and report cards are translated into Spanish and used for students whose parents have indicated preference for Spanish written documents. These are mailed each semester. In addition, bilingual school staff phone home in Spanish to offer assistance in deciphering the report card and progress reports. Out translations are provided by the DOE Office of Translations. We adhere to the deadlines required by the DOE which ensures that we receive our translations in time.

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.

For Parent-Teacher-Student conferences in October and April, we ask students if their parents need translation services at conferences and arrange for in-house translation services as necessary. We offer Spanish, French and Cantonese translation-in house and our Parent Coordinator has the Translation Office phone number available for on-demand translation. To make regular phone calls, we have bilingual school staff phone home to Spanish-speaking and Cantonese-speaking families. Our School Messenger phone system makes calls in Spanish and English depending on the ATS Home Language status of students.

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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>

In our Main Office, which all visitors go through, we have signage which describes the languages spoken in the school by staff and which languages parents can have translated materials in (the eight DOE languages). Lunch forms, health forms, and all academic reports are provided in the home language of the student. Suspension conferences and other disciplinary measures as well as all Special Education conferences are conducted in the parent's language by school staff. We have simultaneous translation into Spanish during our PTA meetings.

Appendix 4: NCLB Requirements for Title I Schools

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$613,746	\$613,746
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$6137	\$6137
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		\$30685	\$30685
4. Enter the anticipated 10% set-aside for Professional Development:		\$61375	\$61375
5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%			
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Brooklyn School for Collaborative Studies provides mentoring and professional development for all new teachers and experienced teachers. School leaders monitor licensing requirements and meet individually with teachers to develop plans for appropriate certification requirements and continued professional learning.			

* 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.

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

We, the school and parents agree to work cooperatively to provide for the successful education of our children.

SCHOOL

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents through:

- Parent Teacher Conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

Title I Parent Involvement Policy and Parent-School Compact for Brooklyn Collaborative Studies, 15K448

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Brooklyn Collaborative Studies, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Brooklyn Collaborative Studies' policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Brooklyn Collaborative Studies will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Brooklyn Collaborative Studies' Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Brooklyn Collaborative Studies' Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Brooklyn Collaborative Studies will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

3

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PARENT/GUARDIAN

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide 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.
See page 9.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
See Goal #1. Other practices include Crew, School-wide Reading Initiative, transition to use of HOWLs, and academic intervention services for all students in performance levels one and two.
 - 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.

100% of students receive extended time in daily 0 period Crew. Additionally, all 9th grade students are required to take part in Academic Support Lunch for 30 minutes per day. Other students receive academic support on an as-needed basis. All professional development is based on research proven methods. BCS is a member of the National Expeditionary Learning Network of Schools which provides us with a professional development model.

- Help provide an enriched and accelerated curriculum. Meet the educational needs of historically underserved populations. Students participate in a variety of Selectives which they choose the beginning of each semester. In the eleventh grade, students participate in Internship with corporations throughout New York City to gain work experience and exposure to career opportunities with experts in their fields. We also offer extracurricular and after school activities to all students free of cost.
 - BCS partners with external organizations to provide the following programs to high achieving students, many of which meet the needs of our achieving students:
 1. Engage college program at Eugene Lang College through Institute for Urban Education (10th grade through college)
 2. Sponsors for Educational Opportunity (9th grade through college)
 3. Chase Fellowship Initiative (9th grade through college)
 4. Opportunity Network (10th grade through college)
 5. College Now Program at New York City Tech (9th grade through 12th grade)
 6. NYU Step (Science and Technology Entry Program) offered grades 9-12.
 7. Baruch Step (9th grade through 12th grade)
 8. Youth in Engineering and Science (YES) at NYU Polytechnic (11th grade through 12th grade)
 9. Minds Matter (10th grade through 12th grade)
- 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- High School students at risk for failure on ELA Regents receive additional support in small classes.
 - Middle School students in performance levels I and II receive targeted instruction in class and in additional support periods.
 - Per diem staff hired and assigned to support at-risk students in reading and writing tasks related to performance based assessment.
 - No less than 25% of professional development and common planning time dedicated to analysis of test performance data and related targeted instruction.
- Are consistent with and are designed to implement State and local improvement, if any.
See bullet above.

3. Instruction by highly qualified staff.
100% of staff are highly qualified.

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.
Provided by New York City Outward Bound and Expeditionary Learning Network.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Work with DOE HR liaisons and use New Teacher Finder systems. Send national search publicity through Expeditionary Learning Network.

6. Strategies to increase parental involvement through means such as family literacy services.
Parent Involvement committee, which was conceived in Spring 2009, is being formed this year. The goal of this committee is to streamline efforts to get parents involved in school-wide events. Such roles include sitting as panelists on PBAT presentations, coordinating school events such as recreation nights and the school carnival and organizing volunteers for Spring Fling, and Film nights. The Committee will collaborate with school staff, parent and community coordinators and the Student Council to improve communication flow and information sharing.

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.

NA

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. Departmental professional development provided in analysis of student performance and related instruction. DOE Network liaison provides instruction in use of ARIS and other DOE data systems.

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.

Student performance data is analyzed on a regular basis. This includes monthly review of students with history of prior failure, quarterly review of transcripts and credit accumulation, sending of in-danger of failure notices with specific information about missing work and what is needed to pass. Students participate in semi-annual Student Led Conferences in which they review their progress and help set goals for themselves.

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.

BCS is in compliance with all Federal, State and city mandates regarding violence prevention programs, nutrition programs, housing programs, vocational and technical education, and job training.

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** **Program Funds Are** **Amount Contributed** **Check (P) in the left column below to verify that the school has met the intent and purposes [2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**

(i.e., Federal, State, or Local) **“Conceptually” [1] to Consolidated in the Schoolwide Program (P)** **Pool (Refer to Galaxy for FY’11 school allocation amounts)**

	Yes	No	N/A	Amount	Check (P)	Page #(s)
[REDACTED]			x	N/A		
Title I, Part A (Basic)			x	N/A		
Title I, Part A (ARRA)	x			\$613,746	X	6,7,12,14,15,16,17,18,19,20,21,22,23,24,25,26,27,30,31,32,38,39,43,44,45
Title II, Part A		x		N/A		
Title III, Part A	x			\$15,000	x	6,7,12,14,15,16,19,20,24,25,26,27,30,31,32,33,34,35,36,38,39,43,44,45
Title IV IDEA			x	\$66,707	x	6,7,12,14,15,16,19,20,24,25,26,27,30,31,32,33,34,35,36,38,39,43,44,45
Tax Levy	x			\$4,092,542	x	6,7,12,14,15,16,17,18,19,20,21,22,23,24,25,26,27,30,31,32,38,39,43,44,45

NCLB/SED Status: School in good standing **SURR [3] Phase/Group (if applicable):**

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

As of this writing (10.31.10) we have one student in temporary housing.

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

- Counting: Making sure we determine who is in temporary housing by monitoring ATS and by providing open channels for self disclosure.
- Providing adequate transportation – metrocards.
- Providing school choice that enables students in temporary housing to stay in our school or to transfer to other schools – as they and their parents see fit.
- Providing guidance, school supplies, school meals, and at times, clothing.
- Providing a school liaison (counselor) to interact with social service and housing personnel on an as needed, as requested basis.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Secondary School for Collaborative Studi					
District:	15	DBN:	15K448	School		331500010448

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		

Enrollment				Attendance - % of days students attended:			
<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		92.7/84.3	93.3/	91.5 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	109	127	100				
Grade 7	107	111	121				
Grade 8	125	113	121				
Grade 9	98	96	105				
Grade 10	90	101	95				
Grade 11	73	83	83				
Grade 12	71	72	72				
Ungraded	0	1	0				
Total	673	704	697				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.3	97.7	96.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	46.2	62.9	67.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	6	7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	35	29	25	Principal Suspensions	66	162	169
# in Collaborative Team Teaching (CTT) Classes	125	151	134	Superintendent Suspensions	20	26	58
Number all others	54	41	61				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	61	58	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	12	10
# receiving ESL services only	22	33	TBD	Number of Educational Paraprofessionals	4	5	10
# ELLs with IEPs	6	14	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	4	29	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.9	53.4	72.9
				% more than 5 years teaching anywhere	23.0	37.9	45.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	89.8
American Indian or Alaska Native	0.3	0.1	0.4	% core classes taught by "highly qualified" teachers	87.8	90.6	86.8
Black or African American	41.0	35.4	34.4				
Hispanic or Latino	40.7	45.9	47.6				
Asian or Native Hawaiian/Other Pacific	3.9	4.1	4.2				
White	14.1	14.2	13.3				
Male	54.7	56.0	58.8				
Female	45.3	44.0	41.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American	v	v		v		-
Hispanic or Latino	v	v		-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-		
White	v	v	-	-		
Multiracial						
Students with Disabilities	v	v	-	-		
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v		v		-
Student groups making	6	6	1	3		0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B / A	Overall Evaluation:				NR
Overall Score:	52.4 /	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.4 / 9.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	25-Aug	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	30.5 /					
<i>(Comprises 60% of the</i>						
Additional Credit:	6.5 / 6					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 102	District 15	School Number 448	School Name BCS
Principal Alyce Barr		Assistant Principal Wanda Barbot; Scill Chan	
Coach type here		Coach type here	
Teacher/Subject Area Michele Rayvid/ESL		Guidance Counselor Loren Fisher	
Teacher/Subject Area Stacie Chea/Humanities		Parent Katherine Anderson	
Teacher/Subject Area Mayrim Follett/Spanish		Parent Coordinator Tracey Pinkard	
Related Service Provider Sharon Pacuk/Speech		Other Abby Raihan/Special Ed	
Network Leader Alison Sheehan		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	693	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	5.29%
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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. Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. When a student is first admitted to Brooklyn School for Collaborative Studies, parents are required to fill out a Home Language Identification Survey (HLIS). This enables trained school staff to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal oral interview is held with the family in the native language, administered either by our bilingual Day School Secretary, Frances Tirado, responsible for our pupil accounting and trained in student intake procedures, or one of our many dual language NYS certified teachers, also trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered by our NYS certified ESL teacher, Michele Rayvid, to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish to children whose native language is Spanish. Our NYS certified ESL teacher administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.

2. Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. Once a student has been identified as an English language learner, parents are notified of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator with the assistance of our ESL teacher. During the orientation, parents view a parent information DVD in their native language as well as receive translated materials about the three ELL programs available to them, Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are given the opportunity to ask questions and speak to our bilingual staff. At the end of the orientation, school staff collects the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator makes sure all forms are returned and properly stored in the main office. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.

3. Our school ensures that entitlement letters are distributed and returned. At the end of the parent orientation, school staff collects the Parent Survey and the Program Selection form, indicating the program that the parent is selecting for his child. The Parent Coordinator makes sure all forms are returned and stored in the centrally located main office for easy access throughout the school year. She personally contacts parents via phone and email. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within 10 days of enrollment, ELLs are placed in the appropriate program.

4. Parents are informed that once the LAB-R is administered to their child, within 10 school days, they will be notified in writing in both English and their native language of their child's eligibility and placement in a program of their choice, if possible. Parents are told that our ESL teacher administers the LAB-R, a test that establishes English proficiency level. Those children that score at or below proficiency level become eligible for state-mandated services for ELLs. Our school makes every effort to stay in close contact with ELL parents through one-on-one meetings, phone conversations and informational packets, all translated into the native language.

5. Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, BCS offers a Freestanding ESL program with 100% of instruction in English. This has been the trend in program choice for the past few years.

6. The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	2	2	2	2	2	2	14
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	12
SIFE	7	ELLs receiving service 4-6 years	10	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	20	3	2	10	4	4	7	0	6	37	
Total	20	3	2	10	4	4	7	0	6	37	

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	5	6	2	4	4	2	25
Chinese							2							2
Russian														0
Bengali							1		2				1	4
Urdu														0
Arabic							1	1	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1		1		1		3
TOTAL	0	0	0	0	0	0	6	7	9	3	4	5	3	37

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. ELL instruction at BCS is organized through a pullout model in grades six through twelve. Because our ESL teacher works at our school for 2 ½ days a week, all day Tuesdays and Thursdays and half days on Wednesdays, our advanced group of 6th to 12th grade ELLs is pulled out during Crew/Advisory (zero period) from 8:45 to 9:30 on Tuesdays, Wednesdays and Thursdays and from 9:30 to 10:15 on Wednesdays. Our beginner/intermediate group of 6th to 12th grade ELLs is pulled out during period 1 (9:30-10:30) and period 2 (10:30-11:30) on Tuesdays and Thursdays and periods 2 (10:30-11:30) and period 3 (11:30-12:30) on Wednesdays. Our four beginner high school ELLs are additionally pulled out during period 3 (11:30-12:30) and period 6 (2:30-3:30) on Tuesdays and period 3 (11:30-12:30) on Thursdays.

2. This schedule allows us to meet the linguistic needs of all our 37 ELLs and to comply with Part 154 mandates. Thus, all our beginner and intermediate ELLs in grades 6-8 receive 360 minutes of ESL instruction per week. Our four beginning ELLs in high school receive 540 minutes and our intermediate high school ELLs receive 360 minutes of ESL instruction per week. All our advanced ELLs are provided with 180

minutes of ESL support per week. In addition, our beginning and intermediate ELLs in grades 6-8 receive 90 minutes of English Language Arts per day and our advanced ELLs receive 45 minutes of ELA instruction per day in their classrooms as required under CR Part 154. Furthermore, all our beginner and intermediate ELLs receive 90 minutes of daily English Language Arts and our advanced ELLs receive 45 minutes of ELA a day. Because our ESL population is so small, the number of instructional minutes our ELL students are receiving is easily monitored by our Parent Coordinator, our Assistant Principals and our Principal.

3. Our ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our Balanced Literacy approach follows the workshop model of Teachers College, which includes time for students to practice what they are learning in mini-lessons. This rigorous standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. Furthermore, our students experience the following consistent common teaching practices in all academic classrooms: explicit learning targets, research-based comprehensive strategies and discussion protocols for engaging in accountable talk. We believe that when ELLs are given appropriate school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers and that adolescents learn best when skills are embedded in big investigations of real-world problems. We design inquiry-based curriculum, resulting in students using real-world tools for discovery, analysis and expression of their learning. Technology and the arts are essential to our mission. Because we are an Expeditionary Learning (EL) School, structure and focus for our work comes out of EL’s five core practices, Active Pedagogy, Learning Expositions, Culture and Character, Structures and School Leadership and Improvement. Our teachers work together in teams to design interdisciplinary curriculum, plan experiences to make sure we know our students well and support their growth in character as well as academic skills, and to carry out our school’s transition to a Performance Based Assessment (PBAT) system, as we have recently become a Regents-exempt school. Our status as an EL school helps us to maintain coherent vision and continuous school improvement during a time of extremely dynamic growth and change for our young school.

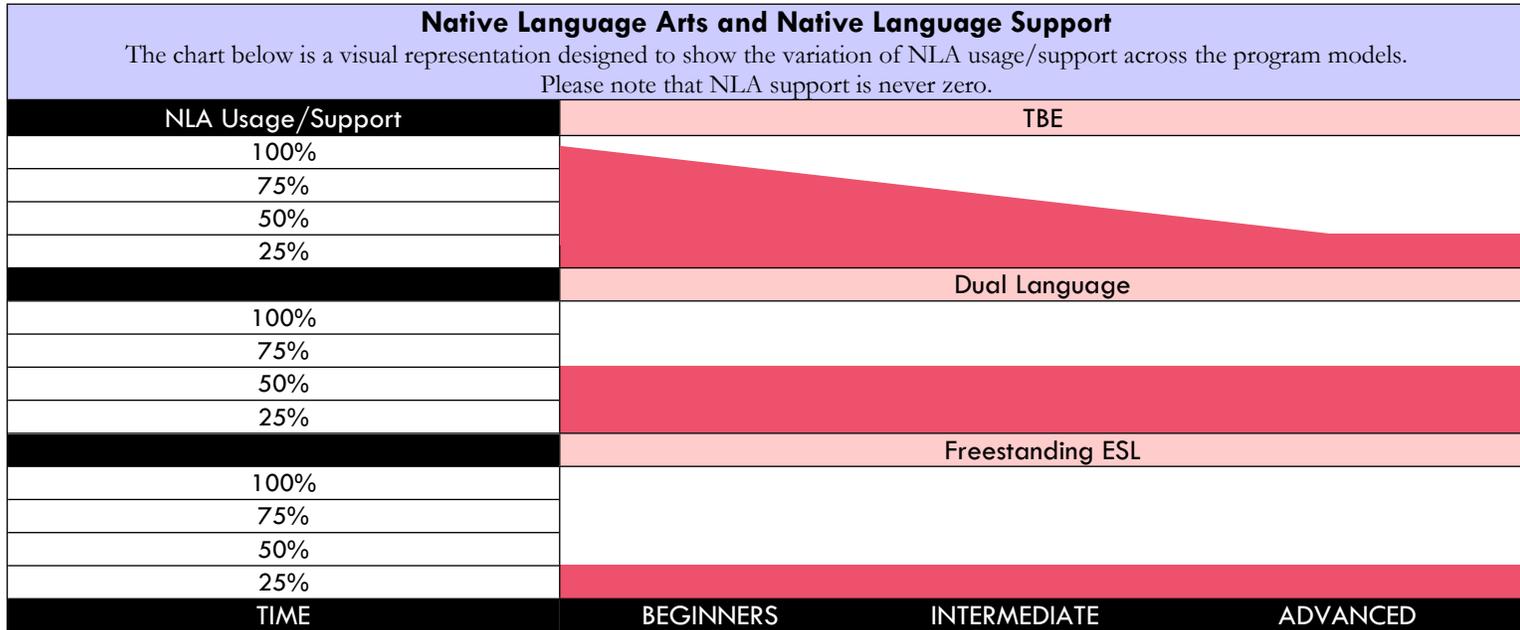
4. Because BCS is a diverse learning community, our instruction needs to be differentiated. Our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process, and products. Instruction for our seven ELL SIFE students has been especially challenging. By making an individualized student needs assessment, creating an AIS plan that focuses on literacy and math and providing differentiation of instruction using grade appropriate instructional support and intensive native language support, these ELL students are achieving success. Similarly, BCS has a plan for ELLs in United States schools for less than 3 years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our buddy system pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our afterschool student run tutoring center and make social connections. Additionally, to prepare for the ELA after one year, our newcomers are given individualized needs assessments, with an AIS plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLs receiving service 4 to 6 years involves intensive daily academic support for 30 minutes during lunch. Our Transitional Student Support Plan ensures that ELLs who pass the NYSESLAT receive testing accommodations and ELL support for two years. Our plan for our Long Term ELLs involves creating individual needs assessments and creating an AIS plan that focuses on literacy and math. Our plan for special education students involves collaboration between the ESL teacher, the classroom teacher and IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong AIS structure. Our inquiry team has been studying the needs of our struggling math students, looking closely at students with IEPs who have lost ground in the past year. By understanding the challenges these students face, we believe we can help all our math students.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. BCS has comprehensive Academic Intervention for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services. BCS has daily crew/advisory, which focuses on academic support skills, including a heavy emphasis on reading assessment and raising reading levels through sustained silent reading. All students receive scaffolded reading support for independent reading from a teacher who documents their reading growth. Furthermore, our school requires 9th graders to have an academic support lunch daily, where they receive support in small groups. During school vacations, we run academic programs, for example focusing on writing a research position paper for the social studies performance-based assessment. Additionally, teachers offer academic support during the school day and after school. In the area of mathematics, BCS offers Extended Day Math and Math Peer Tutoring to small groups of students, including ELLs and transitional ELLs. Additionally, we have a program of selectives, which are 90- minute classes weekly. All students, including ELLs, choose from a variety of classes that provide enrichment and acceleration, particularly in the areas of technology, math, science and the arts. Credit recover classes are also offered in lowered class size during the school day.

6. Our Transitional Student Support Plan ensures that ELLs who pass the NYSESLAT receive continuing testing accommodations and academic support for two years. This transitional support includes Guided Reading, Writers Workshop, Wilson Reading support and extended day reading comprehension assistance.

7. For the upcoming school year, newcomer conversational English classes and English Regents prep for ELLs will be considered.

8. There are no programs or services for ELLs that will be discontinued.

9. Our ELLs are afforded equal access to all school programs. Our extensive after school academic support and peer-tutoring program is open to all students, including ELLs, and offers small group tutorials in science, math and English.

11. The materials used in our Freestanding ESL program are aligned to the core curriculum. This includes the use of high interest/low level texts and primary sources. Materials include native language sources and instructional technology to support both English and the mother tongue of our English language learners. As part of our Extended Day, newly enrolled LEP students receive native language support and instruction from our large bilingual staff. Recognizing that reading and writing in the native language supports the acquisition of English, BCS has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. Furthermore, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Spanish language and Latino culture are important parts of the school-wide curriculum and we take great pride in our yearly Latin Family Dance Party. Because educators at BCS recognize that children's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, concept maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, rubrics, student work and charts modeling correct language usage. Additionally, BCS maintains a state of the art computer lab with a smart board, and computers are distributed in classrooms throughout the school.

12. All required services support and all resources correspond to ELLs' ages and grade levels.

13. Brooklyn School for Collaborative Studies offers ELLs and their families many opportunities to ease the transition into our school. During the month of May, incoming students and their families attend orientation, meet our staff and visit our classrooms. In addition, our New Families Picnic, held in June in Prospect Park, enables new students, including ELLs, another opportunity to meet our staff and get to know other children who will soon be attending school. During the summer, classroom teachers welcome all of their new students with an introductory letter and school packet. These materials are translated into the home language of our new students. Additionally, on the first

day of school, BCS holds parent orientations. To meet the needs of parents of ELLs in their native language, we provide oral interpretation and translation services at all our activities, with the assistance of our dual language staff members and volunteers from our active parent body and community.

14. Spanish language electives and sign language electives are offered to 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, provided by school staff, is a high priority at Brooklyn School for Collaborative Studies. Our ESL Teacher has recently attended a series of Differentiating Instruction for Language Development workshops at Bank Street College Graduate School of Education. In the recent past, she has also attended Quality Teaching English Learners Workshops in addition to Wilson Program training. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Wednesday afternoon staff meetings, we continue to offer additional inquiry opportunities with a focus on support for ELLs in meeting ESL and ELA Standards.

2. At our weekly Wednesday staff meetings, our Guidance Counselors and College Advisor provides staff with information about local high schools and colleges that specifically service ELLs as they transition from middle school to high school and from high school to college.

3. Our ESL teacher, in collaboration with our large bilingual staff, provides professional development, including the minimum 7.5 hours of ELL training for our administrators and staff in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating instruction for our English language learners. Non-ELL teachers, paraprofessionals, School Based Support Team, our guidance counselors and our speech therapists also attend the training. As a community we examine our curriculum maps and learning targets and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs.

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. Parental involvement is key to our mission and is supported by monthly letters, personal invitations to PTA meetings, our Parent Coordinator's direct contact with families and student-led Parent-Teacher Conferences. To inform this partnership, our teachers write descriptive progress reports and report cards and all families are scheduled for at least two 15-20 minute conferences each year with their child's teacher. Teachers and families also communicate regularly through email and phone calls and our Community Liaison Coordinator keeps parents up-to-date on school news and events via email. Families are seen as unique resources for the entire school and are welcome in every classroom. Parental participation is encouraged, whether it is coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity or a contribution focused around an annual event such as the Curriculum Share. Our welcoming school environment celebrates diversity and encourages parent of English language learners, as well, to become part of our school community by participating in classroom expeditions, parent workshops and school trips. Displays of student work outside all classrooms greet our ELL family members. In addition, parents of ELLs are invited into our classrooms to share their culture, language and life experiences. Parents of English language learners are a valuable resource within the classroom and often assist BCS teachers with classroom learning, musical

performances, day and overnight trips, as well as serve as mentors for high school students. As required by Part 154, we offer Parent Orientation Workshops to parents of new ELLs in September and when necessary, throughout the school year. We also offer two other workshops, which address such topics as Homework and Study Skills and Understanding Your Child's Curriculum, to parents of ELLs during the school year. In addition to the mandated workshops, our Parent Coordinator offers workshops and all our ELL parents are invited. Translation is available as needed during these events. Topics of these workshops range from ELA/ESL Standards and Assessments to Promotional Policy.

2. Brooklyn School for Collaborative Studies partners with several agencies and community based organizations that provide workshops and services to ELL parents and families. Our Guidance Counselors partner with Sunset Terrace Mental Health Center of Lutheran Medical Center to provide bilingual individual and family therapy. BCS also partners with VESID, a New York State agency that assists families of special education high school students with transition planning for post high school. Furthermore, our three full time guidance counselors meet with parents of middle school students on high school selection. Additionally, our full time college counselor works with the families of students in grades 9-12 to ease the college admission process. Furthermore, BCS offers building space to local community service providers.

3. BCS evaluates the needs of the parents by involving them in decision making at every level, including hiring teachers.

4. Parental involvement activities address the needs of the parents by providing BCS parents a space in our Parent Room to meet other families and come together to support and influence school decisions. Our school is governed by a coalition of parents and staff. Our Parent Teacher Association and School Leadership Team meet regularly. These meetings are open to all members of the school community, including parents of ELLs.

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)							1	2	3	1	1	1	1	10
Intermediate(I)							2	1	3	2	2	2	2	14
Advanced (A)							3	4	3	0	1	2	0	13
Total	0	0	0	0	0	0	6	7	9	3	4	5	3	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0	0	0	0	0
	I							1	1	1	1	0	1	0
	A							1	4	1	1	0	1	1
	P							3	0	5	0	3	2	1
READING/ WRITING	B							0	0	1	0	0	0	0
	I							2	1	3	2	2	2	2
	A							3	4	3	0	1	2	0
	P							0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		1		3		0		0	4
7		4		0		0		0	4
8		3		4		0		0	7
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	0		2		2		1		5
7	3		2		0		0		5
8	2		6		0		0		8
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	5		6		3		1		15
8	0		8		1		0		9
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	8		5		2		0		14
8	4		6		0		0		10
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	4		3	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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

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

of our ELLs do not often match the needs of the classroom. We have found that our ELLs do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their second language. Yet, as the demands of the curriculum increase, beginning in middle school, our ELLs often struggle with the abstract academic language used in the classroom. Recognizing the stages of language acquisition that our ELLs go through, pre-production, speech emergence, intermediate level and advanced fluency, BCS teachers are able to align expectations with the appropriate stage of language acquisition. Additionally, our teachers recognize that, in the best of circumstances, acquiring academic language requires three to five years of instruction. That is why it is very difficult to move our ELLs from Performance Levels 1 and 2.

2. Data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that our 7th and 8th grade ELLs often reach proficiency in listening and speaking, yet struggle to improve their reading and writing skills. This is particularly the case for our growing number of ELLs with disabilities. Furthermore, NYSESLAT tests results indicate that our ELLs are making incremental gains by moving to the next proficiency level.

3. In the language arts area, patterns across NYSESLAT modalities affect instructional decisions as BCS teachers are able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts. Our classroom teachers are extremely knowledgeable about the performance of each of their ELLs and understand that every lesson they teach is, indeed, a language lesson for ELLs in their classrooms. Our teachers devote a great deal of time to interactive read aloud and literature discussion, giving ELL students opportunities to examine ideas and thinking about narrative, expository and poetic texts. Teachers differentiate instruction for ELLs and are encouraged to participate in Quality Teaching for English Language Learners workshops as well as attend seminars that address the instructional strategies of ELLs. Furthermore, based on the findings of the NYSESLAT, we have stepped up the level of intervention of our ELLs in middle school by increasing our level of academic intervention to target language modalities indicated by NYSESLAT results. We have also provided additional support to our newcomers and beginners, including books on tape and computer software. We continue to target language development across the grades and in the content areas. Because we believe that one of the most significant components of successful teaching and learning for our ELLs is established through instructional collaboration, the ESL teacher and the classroom teachers meet regularly to discuss instructional planning and student progress.

4. Patterns across proficiencies and grades reveal that our ELLs with disabilities struggle to perform well on the ELA and Math exams. Also, after analyzing scores of our ELLs in grades 6-8, we noticed that our beginning students who are taking the NYSESLAT after only one year are scoring below 620 on the ELA. In the area of mathematics, BCS strives to ensure that ELL data is analyzed and teachers are well informed as to the performance of our ELLs. Our High School Director works closely with math teachers to provide vigorous instruction to our ELLs and assist in providing concepts and academic vocabulary related to math. Targeted small group intervention in math takes place throughout the day and after school. Math teachers are encouraged to take advantage of professional development focusing around the delivery of instruction to ELLs.

Furthermore, analysis of the results of our diagnostic formative and summative assessments helps BCS school leadership and teachers target areas of our curriculum and instruction that need improvement. As a member of the New York Performance Assessment Consortium, we use formative DYO Assessment designed with the support of our partner, the Center for Inquiry. The Principal serves as English Language Arts department leader. As such, she is responsible for staying abreast of the NY State Standards for English Language Arts and for working with teachers to understand and utilize these standards in designing curriculum and assessment.

5. N/A

6. Our ELLs continue to make substantial gains on the New York State English as a Second Language Achievement Test, greatly exceeding New York State passing rates. In Spring 2010, 18% of all our ELLs passed the NYSESLAT, achieving proficiency in listening, speaking, reading and writing. In Spring 2009, 23% of all our ELLs passed the NYSESLAT, achieving proficiency in listening, speaking, reading and writing. Furthermore, in Spring 2008, 20% of all our ELLs passed the NYSESLAT, again achieving proficiency in listening, speaking, reading and writing. Although Brooklyn School for Collaborative Studies has an unusually small population of English language learners, we pride ourselves in the quality of our ELL support. Our students continue to transition out of our program rapidly and meet the high standards set for all students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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