



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE BROOKLYN SCHOOL FOR GLOBAL STUDIES

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 15K429

**PRINCIPAL:** JOSEPH O'BRIEN

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**SUPERINTENDENT:** AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Joseph O’Brien	*Principal or Designee	
Clare Daley	*UFT Chapter Leader or Designee	
Pam Bynoe	*PA/PTA President or Designated Co-President	
Mykele Westervelt	DC 37 Representative, if applicable	
Malcolm Lunn-Craft Xiomara Rivera	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Atiyah Gaye	Member/Parent	
Marcus Carrasquillo	Member/Parent	
Naeemah Senghor	Member/Parent	
Celia Boyd	Member/Parent	
Greg Markle	Member/Staff	
Natasha Blakley	Member/Staff	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, we will increase the graduation rate of all High School students in Cohort N (2012) by 5% from 61% to 66% (49 graduates of 74)

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based upon data culled from the 2010-2011 School Progress Report, in which the high school received a "C" in student performance, we determined this grade to be a result of our four-year graduation rate of 61.3%. We plan to raise this by 5 points to 66% by ensuring that at least 49 of 74 graduate. Additionally, internal roundtable PBAT data reveal that of this year's seniors (Cohort N), 215 PBAT presentations will be completed in multiple subject areas by August 2012.

Quantitative data in the form of student scholarship in grades 6-12 show improvement to an 82% passing rate as of August 2011, yet, qualitative data in the form of observations reveal mixed instruction and areas of ineffective teaching. Untrained staff both in special and general education CTT classes pose developmental concerns to a program which has over 31% of HS and MS with IEPs. Additionally, we feel new staff need time to acclimate to new profession.

Student enrollment levels have been affected by the scarlet letter of 2009-2010's "F" on the progress report. Defeating the stigma of failure and getting the word out about our school is paramount to our future success.

As referenced in our SQR, a lack of student and teacher goals setting is a concern. We will link together as teacher teams so as to build common goals across both departments and grades and communicating these goals with families. Instructional strategies/activities

## Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

1. By identifying students who are deficient in credits, ELA Regents or any of the 4 core PBAT roundtables used as exit criteria, our master and turnaround teachers, all High School instructional faculty, APs, our PBAT roundtable coordinator, our Guidance department. We will identify students who are deficient in areas listed above and create a pathway to graduation for each. Opportunities may include extended day, PLATO, etc. This information will then be shared with families via mail, email, and in house presentations.

We will meet with each student individually and carefully review all transcript, attendance and pathway data. Students will be made aware of both their current standings, but also what supports structures are in place to assist them (student contracts, extended day courses, computer room times). Additionally, we will review students placed in the lowest third and ensure their attendance and success in school.

We can assess our progress quantitatively by reviewing student signature logs from these academic we complete, student transcripts, scholarship reports, attendance logs, attendance at extended day/week intervention meetings. Qualitatively, we can assess our progress via classroom observations and teacher team discussions.

We will need HSST student line grades/schedules, listing of academic intervention services, PBAT completion data, RCOS ELA reports for 2011-2012 school year, lowest third in order to launch this initiative.

2. High Quality Professional Development for all staff and administration to facilitate effective teaching and learning will be a paramount focus for 2011-2012 school year. Professional Development topics such as the inclusive classroom model, SESIS, CCLS, bullying, teacher effectiveness rubric, e-chalk, PLATO online, brainpop, quality review, letter writing to file, speech are only some of the topics that will be covered. We have worked with the NYC Leadership Academy, Brienza Academic Advantage, Kaplan K-12, AVID and CFN Network 405, and in-house via our master teachers as to provide meaningful professional development for all staff and administration. These sessions have been held during and after the school day, weekends, in classrooms, offsite, at dept/faculty meetings, and at Columbia University's Teacher's College.

Professional Development will continue in the form of workshops in Danielson 2011 rubric, CCLS, questioning in the classroom, engaging students, teacher effectiveness, Rosetta Stone, Datacation, Differentiated Instruction workshops for all staff, iPad in the classroom, LMG software, Apple training, Echalk and the use of other technology in the classroom.

Master teachers in ELA, Special Ed, math, history, science and a turnaround teacher in MS were hired to aid in teaching and learning. Additionally, they will lead professional development, lesson study, curriculum mapping and design, program initiatives and alignment of goals. We will focus upon the use of the Danielson 2011 model, PBATs in the classroom, the Common Core State Learning Standards, technology in the classroom (Apple, Datacation) for both administrators and teachers, differentiation of instruction, use of rubrics, classroom management, echalk, parent workshops (Brienza academic advantage) ESL language acquisition, Use of data to drive instruction, and attendance and family workshops provided by both Brienza, our master and turnaround teachers.

Leadership academy and ELI will be used for AP and Principal professional development

3. We will increase the efficacy of teaching and learning in the classroom

The school will continue refining and implementing the teacher evaluation system for its staff. More PD will be implemented in the future as it is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.

Master teachers in ELA, Special Ed, math, science and history and a turnaround teacher in MS History/SPED, Math, Science and History were hired to design and implement workshops devoted to creating true vertical alignment between grade content, practice and pedagogy.

Launch guidance intervention for all at risk students via individual goal setting sessions and interim progress reports.

Launch a coordinated attendance outreach effort to increase attendance in grade 12 so as to raise the amount of students achieving a 65 or higher in core academic classes increases (September/October, 2011)

Increase teacher use and familiarity of Danielson 2011 rubric by fostering inter-visitation and collegial observations across all subjects Launch a series of teacher effectiveness observation cycles

Implement Danielson 2011 framework (September/October, 2011) and provide high quality professional development for each domain (ongoing)

Make portfolio roundtable completion an essential element of both primary and extended day learning with clear benchmarks for each semester beginning in grades 6-12. Students will be able to swiftly move towards graduation and increase their portfolio completion rate via targeted intervention and instruction from faculty, master teachers, counselors and administration.

This year we will also hire a special education consultant to lead more extensive PD 1x to 3x per week so as to train our new Special Education staff in the ICT model and SESIS

We will use our College Bound College Advisor to raise college and career awareness and culture in our building

The evidence for this goal will be a 5% increase in the number of students graduating by August 2012 found in HSST, increase in scores found in areas on the progress report where we were found deficient (Student Scholarship/Credit Accumulation) scholarship reports at each of the 6 semester completion dates, Roundtable PBAT completion Rates, Living Environment Regents exam scholarship Integrated Algebra Regents exam scholarship

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will also be held in the transcript review/graduation requirements and the use of our new Rosetta Stone language software online.

We will host several parent information sessions highlighting student progress and deficiencies, how to evaluate student transcripts, and how best to help their children at home with homework

Our parent book club has been promoting the 11<sup>th</sup> grade texts such as Ken Kesey's *One Flew Over The Cuckoo's Nest* so as to engage in student conversations in preparation for the ELA regents exam.

-Parent teacher conferences will be used to target students who may be deficient and celebrate student success

2011-2012 will bring a more pronounced expansion into both onsite Plato and distance learning to aid in credit accumulation and extended day/week opportunities for seniors

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, all teachers are considered "highly qualified" by the BEDS survey

To attract and retain highly qualified highly effective teachers we will provide:

Master and Turnaround Teaching opportunities available to all staff

LEAP internships

Use of the Master Teacher Suite to exemplify highly qualified instruction

All new teachers will be given release time weekly to visit with other more experienced members of the staff so as to best prepare our seniors for college and their careers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

AP courses in English Literature and College Now programs will be used in Spring 2012 to help students gain credits for college and gain an awareness of the college level workload

The use of AIS services such as PLATO during pd 7 will assist seniors in making up classes that they are deficient in for graduation

Lunch time PBAT Roundtable classes led by the Assistant Principal will be used for students deficient in their Science PBAT Science

The SPARK program, which informs students about the dangers of bullying and substance abuse, will be deployed to help eradicate bullying and drug use at the 12<sup>th</sup> grade level

Clubs and activities such as student government, culinary arts and instrumental band will become part of our culture at Global Studies and raise senior school spirit and foci upon graduation. Additional clubs and activities for students will be created to help establish extended learning time culture within and across grade levels

Incentives for perfect attendance, honor roll and celebrations of student success will also be used to help seniors see the light at the end of the tunnel.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I SWP school, Conceptual Consolidation allows us to combine most Federal , state and local funds to more effectively meet the needs of all students. These Conceptually Consolidated categories include Title I, Title IIA, Title III, Title IV and IDEA. This funding is used to support the following in achieving Goal # 1.

- 1 guidance counselor – individual student conferences/transcript/ attendance review – 2 hours x 2x per week
- Attendance incentives – 1 incentive per month/\$2000 OTPS
- Parent Coordinator Workshops – OTPS – refreshment and supplies
- Parent Book Clubs - \$2000 OTPS Books
- NYC Leadership Academy Coaching - \$ 7500 OTPS

In addition, as a Transformation School, we are provided with SIG funding. This supports the following:

Extended Day Program – PLATO Online/Physical Education

- 1 teacher x 2 hours x 4x per week – credit recovery
- 2 teachers x 2 hours x 2x per week – Roundtable completion work
- 1 supervisor x 2 hours x 4per week

Professional Development

- 1 teacher x 2 hours x 2x per month to facilitate workshops in various aspects of teacher effectiveness
- 15 teachers x 2 hours x 2x per month to attend PD workshops after school
- Special Education Consultant – School Professionals - \$500 x 40 days = \$20, 000

College Bound Advisor

- Full Time Young Women’s Leadership College Bound Advisor – facilitate college trips/applying to college/ postsecondary counseling - \$50,000

Master Teachers

- Five master teachers – ELA, Math, Science, History, Special Education, Turnaround Teacher – Special Education

### **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase student scholarship of students passing with a 65 or higher in all core subjects by 5% by June 2012 in each grade level 6-12

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Low scholarship/failures in high school courses led to a breakdown in credit accumulation on the path to graduation. It is also an essential part of preparing students for their post secondary trajectory and the first benchmark of college and career readiness: high school graduation.

We have identified that students of the senior year are currently lacking credits in each of the four core subject areas plus physical education. Currently, students need to accumulate credits in classes that were not taken, failed or classes that were not offered in the past.

Additionally, based upon the 2010-2011 progress report and our waiver from NY State, our school still falls under the Coalition of Essential Schools Consortium where our seniors are absolved from science and history Regents exams until 2014-2015. Until that time, student scholarship is worth double on the progress report. It is essential that students pass their classes and accumulate credits toward graduation for our schools success.

## Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

1. The school will continue refining and implementing the teacher evaluation system for its staff. More PD will be implemented in the future as it is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.

Master teachers in ELA, Special Ed, math, science and history and a turnaround teacher in MS History/SPED, were hired to design and implement workshops devoted to creating true vertical alignment between grade content, practice and pedagogy.

We will launch guidance intervention for all at risk students via individual goal setting sessions and interim progress reports.

We will launch a coordinated attendance outreach effort to increase attendance in grades 6-12 so as to raise the amount of students achieving a 65 or higher in core academic classes

We will increase teacher use and familiarity of Danielson 2011 rubric by fostering inter-visitation, use of the master teacher suite as an oasis of learning for best practices and current research and collegial observations across all subjects

We will make portfolio roundtable completion an essential element of both primary and extended day learning with clear benchmarks for each semester beginning in grades 6-12. Students will be able to swiftly move towards graduation and increase their portfolio completion rate via targeted intervention and instruction from faculty, master teachers, counselors and administration.

This year we will also hire a special education consultant to lead more extensive PD 1x to 3x per week so as to train our new Special Education staff in the ICT model and SESIS

We will use our College Bound College Advisor to raise college and career awareness and build a post secondary culture in our building across all grades 6-12

We will launch a Danielson 2011 initiative to improve teacher effectiveness by employing rigorous professional development for teachers in the

Danielson framework and goal setting through beginning of year conversations, midyear conversations regarding recommendations and commendations, in tandem with robust feedback to improve pedagogy via the observation cycle (8-10 observations each).

We will establish Data Inquiry Teams to improve pedagogy across all grade levels 6-12

We will increase our parent communication by the development of progress reports.

We will launch extended day/week programs for student credit accumulation in physical education and core course deficiencies as identified by guidance counselor transcript review

We will employ marking period scholarship conferences with teachers/students

We will host parent meetings for academically at risk students

We will increase of parent communication by the development of progress reports.

We will employ guidance conferences for academically at risk students

2. As evidenced in May's SQR, we will work diligently to ensure the establishment of a collaborative and transparent system that includes teacher interim goals and benchmarks across grade levels so that we will enable all members of the school community to participate in assessing progress, planning adjustments, and evaluating success. Teachers will then be able to collaboratively design students' goals in all classes in year 3 (2012-2013) and systematically target or adjust their instruction to support students in meeting those goals across content areas.

Professional development in the design of teacher goals

Establishing benchmarks for goals

Implementation of goals in the classroom

Assessment of goal success

Uploading the assessments to LMG or ARIS

Student/teacher feedback

Use of this qualitative data to assess team's impact and student progress

We will be able to assess if these initiatives are working via Interim data points such as scholarship reports from HSST STARS for each marking period, attendance at extended day classes, student scholarship at extended day, and student completion rates at the end of each of the 4 cycles will provide much needed data to monitor our progress Strategies to increase parental involvement

3. High Quality Professional Development for all staff and administration to facilitate effective teaching and learning will be a paramount focus for 2011-2012 school year. Professional Development topics such as the inclusive classroom model, SESIS, CCLS, bullying, teacher effectiveness rubric, transition/linkage, e-chalk, PLATO online, Quality Review, Letter writing to file, speech are only some of the topics that will be covered. We have worked with the NYC Leadership Academy, Brienza Academic Advantage, Kaplan K-12, AVID and CFN Network 405, and in-house via our master teachers as to provide meaningful professional development for all staff and administration. These sessions have been held during and after the school day, weekends, in classrooms, offsite, at dept/faculty meetings.

Make data-driven PD decisions by formulating a professional development committee led by the master teacher cadre. This data will be gathered by the use of teacher surveys on surveymonkey.com, qualitative data from observations and post observation conferences with teachers. We will employ both internal and external professional development. Through organizations such as AUSSIE and Kaplan to enhance and deepen both classroom instruction and test prep. Professional Development will continue in the form of workshops in Danielson 2011 rubric, CCLS, questioning in the classroom, engaging students, teacher effectiveness, Rosetta Stone, Datacation, Differentiated Instruction workshops for all staff, iPad in the classroom, LMG software, Apple training, Echalk and the use of other technology in the classroom.

Master teachers in ELA, Special Ed and MS Math and a turnaround teacher in MS History/SPED were hired to aid in teaching and learning.

Additionally, they have led professional development, lesson study, curriculum mapping and design, program initiatives and alignment of goals to aid in CEP/PPR/School goals. We will focus upon the use of the Danielson 2011 model, PBATs in the classroom, the Common Core State Learning Standards, technology in the classroom (Apple, Datacation) for both administrators and teachers, differentiation of instruction, use of rubrics, classroom management, echalk, parent workshops (Brienza academic advantage) ESL language acquisition, Use of data to drive instruction, and attendance and family workshops provided by both Brienza, our master and turnaround teachers.

Leadership academy and ELI will be used for AP and Principal professional development

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will also be held in the transcript review/graduation requirements and the use of our new Rosetta Stone language software online.

We will host several parent information sessions highlighting student progress and deficiencies, how to evaluate student transcripts, and how best to help their children at home with homework

Our parent book club has been promoting the 11<sup>th</sup> grade texts such as Ken Kesey's *One Flew Over The Cuckoo's Nest* so as to engage in student conversations in preparation for the ELA regents exam.

Parent teacher conferences will be used to target students who may be deficient and celebrate student success

The use of progress reports at key intervals during the academic year will provide much needed communication between the school and our families

2011-2012 will bring a more pronounced expansion into both onsite Plato and distance learning to aid in credit accumulation and extended day/week opportunities for seniors

We will share our goals with parents via online or traditional mailings

Celebrations of student and teacher academic and attendance success using incentives such as iPads

The use of school wide fairs to promote retention from 8<sup>th</sup> to 9<sup>th</sup> grade

We will roll out "Skedula" Online Program (access grades/school wide curriculum) to all stakeholders in Spring of 2012

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, all teachers are considered "highly qualified" by the BEDS survey

To attract and retain highly qualified teachers we will make Master and Turnaround Teaching opportunities to apply available for all staff. Utilize LEAP/internships and extend information regarding Leadership Academy opportunities to all staff

Promote international teaching experiences abroad via programs

Use of the Master Teacher Suite to exemplify highly qualified instruction and as a place for teachers to learn about current research

We will nurture new teachers by providing release time to visit with other more experienced members of the staff.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our 9th grade Catholic Charities OST Program will focus upon the 9th grade and help ensure that these students in their pivotal year get additional supports

Clubs and activities such as Student Government, Culinary Arts, Dance, and Musical Band, etc. maintain current success levels and become part of our culture at Global Studies. Further, clubs and activities for students will be created to help establish extended learning time culture within and across grade levels

The purchase of musical instruments to augment our music program and build a foundation within and beyond the school day is also planned

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I SWP school, Conceptual Consolidation allows us to combine most Federal, state and local funds to more effectively meet the needs of all students. These Conceptually Consolidated categories include Title I, Title IIA, Title III, Title IV and IDEA. This funding is used to support the following in achieving Goal # 2.

- Online Plato class during the regular school day targeted for off track students
- 1 guidance counselor – individual student conferences – goal setting and individual planning – 2 hours x 2x per week
- Intervisitations - - 1 Prep period coverage per week
- Attendance Incentives/Academic celebrations - \$2000 OTPS
- Data Inquiry – 4 teachers x 2hrs x 2x per month
- NYC Leadership Academy Coaching - \$ 7500 OTPS
- Parent Involvement Workshops – College Night/Financial Aid/Steps to Graduation/ OTPS – refreshment and supplies
- OTPS – Musical instruments – Academic/social emotional supports - \$10, 000

In addition, as a Transformation School, we are provided with SIG funding. This supports the following:

- Special Education Consultant – School Professionals - \$500 x 40 days = \$20, 000 –PD/support in common planning meeting/facilitating intervisitations, implementing the Power of Two teaching strategies
- Full Time Young Women’s Leadership College Bound Advisor – meet with parents and students to build college awareness and the connection between scholarship and postsecondary plans - \$50,000
- Extended Day Program – PLATO Online/Physical Education:- 1 teacher x 2 hours x 4x per week –/ 1 supervisor x 2 hours x 4x per week
- Roundtable Support - 2 teachers x 2 hours x 2x per week –
- 15 teachers x 2 hours x 2x per month to attend PD workshops after school
-

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the student scholarship of students of the lowest third earning a 3 or higher in ELA examinations in 6th, 7th and 8th grade by 5% by June 2012 The measurable objective for this goal will be a 5% increase in the number of students earning a 3 or higher in ELA examinations by 5% (78%) by June 2012 in each grade level 6-8

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have been identified by the state as a School in Need of Improvement Year 1 for federal and state accountability in Middle School ELA on 11/3/11.

Based upon the Middle School Progress Report, only 63% of students registered on the median adjusted growth percentile (n=96) and with regard to the schools lowest third we are at the second lowest in our peer group at 66%

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

We will increase the student scholarship of students of the lowest third earning a 3 or higher in ELA and Math examinations in 6th, 7th and 8th grade by partnering with AUSSIE to develop side by side coaching in the classroom. This coaching will aid the content and instructional delivery in the middle school ELA classes

We will launch Global Studies Danielson 2011 Initiative using rigorous professional development with teachers via goal setting beginning of year conversations, midyear conversations regarding recommendations and commendations, in tandem with a robust observation cycle (10 observations each)

We will make data-driven PD decisions by formulating a professional development committee led by the master teacher cadre.

We will employ outside professional development through organizations such as AUSSIE and Kaplan to enhance and deepen both classroom instruction and test prep.

We will employ an increase in experiential learning via the global passport initiative where students embark upon class trips to locales in NYC then utilize our Apple technology to create brochures of their experiences

We will increase of parent communication by the development of progress reports.

We will launch extended day/week programs

We will employ marking period scholarship conferences with teachers/students

We will use parent meetings updating families with student progress

We will employ individual guidance conferences for all students in grades 6-8

We will establish a middle school Data Inquiry Team looking at student work and the inculcation of literacy skills across the department

We will be able to assess if these initiatives are working via Interim data points such as scholarship reports from HSST STARS for each marking period, student work discussions via data inquiry team meetings and common planning time, attendance, mock state exams, student scholarship, and student completion rates at the end of each of the 6 cycles will provide much needed data to monitor our progress. This will be evidenced by student work demonstrating CCLS literacy and math initiatives teacher unit plans embedded with CCLS, the use of a school wide common rubric of instructional effectiveness (Danielson 2011) The use of baseline assessments such as Acuity and performance series to highlight and measure student growth and value added performance

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent teacher conferences will be used to target students who may be deficient and celebrate student success

The use of progress reports at key intervals during the academic year will provide much needed communication between the school and our families

We will share our goals with parents via online or traditional mailings

Celebrations of student and teacher academic and attendance success using incentives such as ipads

The use of school wide fairs to promote retention from 8<sup>th</sup> to 9<sup>th</sup> grade

We will roll out "Skedula" Online Program (access grades/school wide curriculum) to all stakeholders in Spring of 2012

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, all teachers are considered "highly qualified" by the BEDS survey

To attract and retain highly qualified"

Master and Turnaround Teaching opportunities available to all staff

LEAP internships

Promote international teaching experiences abroad via programs such as

Use of the Master Teacher Suite to exemplify highly qualified instruction

All new teachers will be given release time weekly to visit with other more experienced members of the staff

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have partnered with CAMBA to provide socio emotional growth opportunities for all middle school students grades 6-8. The afterschool offerings include both clubs and activities as well as homework assistance.

Other clubs such as student government, culinary arts and musical band will become part of our culture at Global Studies

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I SWP school, Conceptual Consolidation allows us to combine most Federal , state and local funds to more effectively meet the needs of all students. These Conceptually Consolidated categories include Title I, Title IIA, Title III, Title IV and IDEA. This funding is used to support the following in achieving Goal # 3.

- AUSSIE Coaching – ELA 10 Days x \$1175 = \$11, 750
- 1 guidance counselor – individual student conferences – 2 hours x 2x per week
- Parent Workshops – State Exams – OTPS – Refreshments/Supplies/Mailings
- Intervisitations - - 1 Prep period coverage per week
- Attendance Incentives/Academic celebrations - \$2000 OTPS
- 

In addition, as a Transformation School, we are provided with SIG funding. This supports the following:

- AUSSIE Coaching – ELA – 26 Days x \$1175 = \$30, 550
- 15 teachers x 2 hours x 2x per month to attend PD workshops after school
- After school tutoring – 1 teacher x 2 hours x 2x per week
- CAMBA – homework help/tutoring – 3hours x 4 days per week
- MS Data Inquiry – Literacy 2 teachers x 2 hours x 2x per week
- After school clubs – 4 teachers x 2 hours x 2x per week

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	27	27	5	5	8	10		
<b>7</b>	27	27	5	5	1	8	1	
<b>8</b>	43	43	5	5	10	15		
<b>9</b>	36	47	37	34	5	11	1	3
<b>10</b>	4	2	1	8	16	24	1	
<b>11</b>	28	1	3	9	2	9	2	7
<b>12</b>	29	3	10	18	9	15		3

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Double period classes in grades 6-8 2x per week at the middle school level – full class CAMBA-after school homework help in all core subject areas – 1 hour per day 4 days per week – small group Dedicated advisory program for 9 <sup>th</sup> grade- full class 2x per week – full class OST Catholic Charities- after school tutoring/homework help – 1 hour per day 4 days per week – small group College readiness course in ELA – full class – 5x per week PLATO online- after school – small group PLATO online – during school 5 x per week – full class
<b>Mathematics</b>	Double period classes in grades 6-8 2x per week at the middle school level- full class OST Catholic Charities- after school tutoring/homework help – 1 hour per day 4 days per week Integrated Algebra Regents Review Class- 5x per week – full class PLATO Online small group – after school PLATO online – during school 5 x per week – full class
<b>Science</b>	Dedicated class during lunch for student support in PBAT completion – Small Groups OST Catholic Charities- after school tutoring/homework help – 1 hour per day 4 days per week – small group PLATO online- small group – after school PLATO online – during school 5 x per week – full class
<b>Social Studies</b>	OST Catholic Charities- after school tutoring/homework help – 1 hour per day 4 days per week – small group PLATO online – small group after school PLATO online – during school 5 x per week – full class
<b>At-risk Services provided by the Guidance Counselor</b>	Anti-bullying workshops in each advisory class grades 6-9- full class Anti-bullying committee led by Student Government – small group Pupil personnel team meets every other week to accept referrals and identify outcomes- small groups Mandated Counseling – 1 x per week both small group and one to one

<b>At-risk Services provided by the School Psychologist</b>	School Psychologist supports entire special education population. Conducts psychologicals, annual reviews, IEP meetings – one to one
<b>At-risk Services provided by the Social Worker</b>	Social Worker counsels students 1 time per week one on one
<b>At-risk Health-related Services</b>	SAPIS Worker – meet students in groups and individually – 1 hour 2x per week

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- 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 Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 15K429 **School Name:** The Brooklyn School for Global Studies

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Using the school's progress report, student scholarship, state exam item analysis, and performance series, we identified that student need in ELA at the middle school lies in reading comprehension and fundamental writing skills. Through classroom observation, we have also tightened our instructional practice to lessen vocabulary acquisition so as to include more reading and writing lessons. We hope to usher forth a 5% increase in the number of students earning a 3 or higher in ELA examinations by 5% (78%) by June 2012 in each grade level 6-8

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Side by side AUSSIE coaching  
Middle school inquiry team will focus on writing  
ELA master teacher will coach middle school teachers/develop curriculum  
ELA after school and Saturday tutoring

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funds will be used to support AUSSIE coaches working side by side with teachers in ELA classrooms. A portion of the funding will also be spent on a Leadership Academy coach. This coach will work with the administration to improve teacher effectiveness.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teacher-mentoring will be incorporated via side by side coaching, common planning and afterschool professional development conducted both by AUSSIE and our cadre of master teachers

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be mailed letters about the school's status in multiple languages. A PTA meeting will be held in regard to the school's status and interpreters will be available. In all instances, parents will be encouraged to contact the parent coordinator or principal with questions and or concerns.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/ William Bonner</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>429</b>
School Name <b>The Brooklyn School for Global Studies</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Joseph O'Brien</b>	Assistant Principal <b>Jarvis, Meconi, Montaque</b>
Coach	Coach
ESL Teacher <b>Jacqueline Spitzbarth</b>	Guidance Counselor <b>Henriquez, Fulop</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Kibibi Oyo</b>
Related Service Provider <b>Michelle Fulop</b>	Other
Network Leader <b>William Bonner</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>415</b>	Total Number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>5.54%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The registration process begins with the distribution and completion of the Home Language Identification Survey (HLIS) and Student In-House Educational /Language Survey in the target language, by parents or guardians. The surveys are reviewed by the Assistant Principal and/or the ESL teacher to ensure that they are completed correctly. The Student In-House Educational/Language Survey enables us to determine if a student has attended a NYC school previously and whether or not there is a prior exam history. These surveys enable us to determine which students are eligible for the LAB-R or not entitled for services. Students are informally interviewed in English (informal oral interview) by the licensed ESL Teacher (Jacqueline Spitzbarth) and in their native language by staff members who are native speakers. Students are then administered the Language Assessment Battery-Revised (LAB-R), the formal initial assessment. Native speakers of Spanish are also administered Spanish Lab by our licensed Spanish Foreign Language Teacher. This assessment is only administered once, at the initial registration session. The LAB-R answer documents are hand scored in order to place the student in the parent's choice of ELL program within the ten days.

In 2010-2011 as well as in the 2011-2012 school year, we have been very successful in administering the initial assessment for all over-the-counter registrants within the first ten days of initial enrollment as per CR Part 154. The new ATS report, which is distributed weekly on Mondays, has facilitated this phase of the ELL Identification process. Parental outreach has also been made in order to ensure that parents are aware that students must complete this assessment in a timely fashion.

Our licensed ESL teacher and the Assistant Principals use NYSESLAT scores to measure ELL progress toward the achievement of proficiency in English. Based on the results, the student's proficiency level in English is classified as beginner, intermediate, advanced, or proficient. Such classifications are used to provide the required amount of ESL and English language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education.

All parents of English Language Learners are required to attend an informational meeting within ten days of initial enrollment in order to inform parents of their child's eligibility for services. Parents are contacted and invited to attend the mandatory meeting with the Assistant Principal, ESL teacher, and the Parent Coordinator. Attendance is recorded. Meetings are offered. Our licensed ESL teacher, will administer all incoming Home Language Surveys. When completed, a copy is given to Mr. O'Brien. Parents are shown the DOE informational DVD regarding ELL programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and given the Parent Survey and Program Selection form. Ms. Spitzbarth then explains the Parent Survey to parents, clarifying any uncertainties or misunderstandings that they may have. Entitlement letters, program selection forms, and other notices are distributed and collected by our ESL teacher. Forms are translated as necessary and sent home with students. Continued Entitlement letters are sent to all ELL families currently being served.

Prior to the annual administration of the NYSESLAT, a meeting is held with the Principal, Assistant Principals, and our ESL teacher to determine NYSESLAT exam and make-up dates, proctoring of the exam, parental notification, and scheduling of students. In addition, parent letters written in the target language are mailed home informing parents of the dates of the administration of the NYSESLAT.

2. In order to ensure that parents understand instructional program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available to English Language Learners, we hold one-on-one and small group parent conferences during the students' initial screening. During these conferences, parents are afforded the opportunity to view the Parent Orientation video in their native language, ask questions, and obtain written information regarding the programs. Throughout the school year, parents request to meet with the ESL Teacher and Assistant Principal to discuss their parental options regarding their children's education. At this time, the components of the programs are reviewed and parents exercise their option to have their children remain in their scheduled Freestanding ESL program. Information regarding the programs is reiterated when the annual Continued Entitlement letters are mailed home.

3. When we contact parents regarding their child's enrollment in ESL Services within the first 30 days of enrollment, parents are notified via mail. Letters with options for their return. Parents of students who continue to be entitled as determined by the state as a Second Language Achievement Test (NYSESLAT) receive Continued Entitlement letters, which are provided in the native language to the extent possible. Follow-up phone calls are made to the home with translators as needed to ensure 100 percent compliance. If the letters are not returned indicating parental choice, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program as per CR Part 154 mandates. The school will place the child in the appropriate classes within nine days. All students deemed eligible to receive services will receive ESL services within nine days of initial enrollment. Those Continued Entitlement letters which are returned reflect that parents choose to have their children remain in our Freestanding ESL program.

**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\*

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

In order to fulfill New York State Education Department CR Part 154 requirements, we complete the Extension of Services Report for those students who have received services for more than three years but less than six years. This report ensures that the school receives entitled State funding and highlights the services provided to these students. Many of these students are struggling to pass their classes because they lack the skills necessary for success at the Intermediate levels of English language proficiency. Intervention services are implemented based on the reason/code noted for ESL extension of services request.

Throughout the school year, the ESL teacher ensures that information regarding students identified as English Language Learners (including newly admitted students) is collected and documented in BESIS. The collection of data is in alignment with State accountability requirements. Students are then programmed in our ESL program based on the program of choice identified on the Parental Survey and Program Selection form completed at the time of registration. Prior to the selection of the student program, the ESL teacher reviews the program available at our school (Freestanding ESL) with all parents. Parents are also provided with information regarding Dual Language and Transitional Bilingual programs. Parents are afforded the opportunity to ask questions and discuss any concerns that they might have regarding program placement. Parents also view the video in their native language which explains the programs. Bilingual staff members provide translation services when needed. We ensure that parents are well informed regarding all programs in order for them to be able to make an educated choice for their children.

5. Review of the Parent Survey & Program Selection forms for the past two years indicate that parents of newly enrolled English Language Learners have chosen Freestanding English as a Second Language as their program of choice. At the beginning of the school year, the LAP team examines the parent choice letters and programs students accordingly.

6. The program model offered at the Brooklyn School for Global Studies reflects parents request for Freestanding ESL services. Our



ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	4	1	0	3	0	1	16	0	9	23
Total	4	1	0	3	0	1	16	0	9	23

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

### C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other ____																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_ Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_

Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	2	5	3	5	1	2	21
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	3	2	6	3	5	1	3	23

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The Brooklyn School for Global Studies implements a dynamic push-in/pull-out model of freestanding ESL instruction that utilizes effective co-teaching in the students' classes. ELL students receive instruction in their ELA classes by both a General Education Teacher and a certified ESL Teacher. Both teachers plan collaboratively to implement high quality differentiated instruction that meets the needs of all of the learners in the classroom.

Pursuant to the CR Part 154 mandates, Beginner and Intermediate level ELL students receive 360 minutes of ESL instruction each week. High School Beginner students receive 540 minutes of ESL instruction each week. Advanced students receive 180 minutes of ESL instruction each week. ELLs are programmed in heterogeneous classes of mixed proficiency levels. All ELL students are also required to attend a ninth period, after school ESL class. Ninth period ESL instruction focuses on the four basic-language acquisition skills: listening, speaking, reading, and writing.

Our Balanced Literacy approach follows the workshop model for reading and writing. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage, reading strategies, and writing skills. Teachers create opportunities for our ELLs to interact with peers in small heterogeneous groups to encourage peer to peer learning and small homogeneous groups led by an ESL certified teacher to rigorously develop English proficiency across all modalities. Additionally, students engage in project based learning that supports language development through the Social Studies curriculum. All 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 incorporated into each lesson to facilitate higher order thinking. Our ESL teacher works with our staff to support scaffolding learning for ELLs in their classrooms across all content areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read aloud foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs using the SIOP model of instruction. Academic language development is fostered by implementing guided reading circles, read aloud, audio books, graphic organizers, and modeled writing. Students' English proficiency is also developed using the Rosetta Stone in the Classroom interactive language immersion program.

2. In accordance with parental choice on the HLS Parent Survey and Program Selection all instruction is conducted in English. We utilize a freestanding ESL program where students are provided with push-in and pull-out services. All ELLs receive the required number of ESL

## A. Programming and Scheduling Information

instructional units per day as mandated by CR Part 154 and determined by the student English proficiency levels, as determined by the LAB-R or NYSESLAT scores. For beginner high school students, 540 minutes per week of ESL instruction aligned to ELA standards are provided. For middle school beginner students and all intermediate students, 360 minutes per week of ESL instruction is provided. For advanced students, 180 minutes per week of ESL instruction is provided.

The ESL teacher collaborates with our ELA teachers and infuses ESL strategies into content area instruction so that students can learn content and receive content credit while simultaneously developing English skills. The ESL teacher works to develop the reading and writing skills that ELLs are often lacking in their second language. ESL is provided by a fully certified ESL teacher

While all instruction takes place in English students are able to research and review materials in their native language to assist them in their learning. Native Language support includes the use of bilingual dictionaries, native language literature, technology enrichment in the native language, and the buddy system.

3. The content areas of Math, Science, ELA, and Social Studies are delivered daily to every student at BSGS. The four content area classes are taught in English. Beginner ELLs in content areas are paired with a bilingual classmate who can act as a translator and guide to the school. Translated materials (dictionary, textbook, workbook, worksheets, etc.) are provided for ELLs. Visual supports are used to further language development. ELLs are also given laptops so they can research items in their native language to help make content comprehensible in English. ESL and ELA teachers meet on a weekly basis as learning communities to articulate and collaborate in order to maximize English language development and content area learning. A Grade Leader is assigned to each level and works closely with all teachers teaching the same level. In addition, teachers are scheduled for common professional periods where possible and meet in Teacher Teams to collect and review data in order to inform instruction. Joint department meetings are also scheduled throughout the year.

Our balanced Literacy approach follows the workshop model for reading and writing. This standard-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials aligned to the curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored walls, pictures, student work and charts modeling correct language usage, reading strategies and writing skills. Teachers create opportunities for our ELLs to interact with peers in small and heterogeneous groups to encourage peer-to-peer learning and small homogeneous groups led by an ESL certified teacher to rigorously develop English proficiency across all modalities. Additionally, students engage in project base learning that supports language development through the Social Studies curriculum.

4. The evaluation process for English language learners (ELLs) must account for the student's identified disabilities as well as his/her cultural and linguistic differences. Special consideration must be given to the overall context of how, where and who will provide special education services to ELLs. During the evaluation process, ELLs language proficiency must be assessed in both the native language and English and consideration should be given to the ELL's language proficiency, educational/experiential background, cultural experiences and learning characteristics.

Students who have home languages other than English as determined by the Home Language Identification Survey (HLIS) and who score at or below the 40th percentile (if not excluded from testing) on the Language Assessment Battery (LAB), must be assessed:

- in both their native language and English by a bilingual assessment team;
- using culturally non-biased assessments;
- using information--from parents, ESL teacher, bilingual clinicians and others--which includes observational data, social emotional behavior data, sociocultural information, and academic/educational test data; and
- using language assessments in both the native language and English, where possible, to determine the student's development in all areas including listening, speaking, reading and writing.

After a student's evaluation, the IEP Team must make a determination of that student's eligibility for special education services. The parent, as a member of the IEP Team, participates in making the eligibility determination.

In making this determination, the IEP Team must find that the student has an identified disability based on New York State regulations and, by reason of the disability, needs special education services. A student may not be determined to be a student with a disability if the determining factor for the decision is limited English proficiency or the lack of instruction in reading or math. Accordingly, when

## A. Programming and Scheduling Information

evaluating students who are referred because of demonstrated weaknesses in the areas of reading or math, the IEP Team should review and consider the non-special education instructional interventions that have been and that can be provided to the student in general education in his/her home zoned school.

5. We currently do not have any SIFE students. However, our plan for newly arrived students or students from other neighboring schools who have interrupted formal education (SIFE) involves an informal oral interview in both their native language and English. SIFE students will be enrolled in support classes in which instruction is differentiated to meet the specific needs of the students. Since many SIFE students are illiterate in their native language and lack social skills; instruction will focus on the teaching of phonics, vocabulary development and expansion. Level-appropriate content-based textbooks and readers are also included in the instructional program. We also plan to implement technology in daily lessons, in order to allow SIFE students the opportunity to practice their listening and speaking skills. We also provide dual language classroom libraries, bilingual dictionaries and glossaries.

5b) Newcomers - In order to meet the needs of our newly arrived students who enter our school with little or no prior English language instruction, these students are programmed for three-periods of Newcomers ESL class for the given semester. Newcomers need additional support and attention in order to succeed academically and meet the standards. Special consideration is given to help the new students feel welcomed and to adjust to their new surroundings. They are provided with a bilingual buddy to help them around school and with metro cards, ID cards, etc. Intervention strategies include collaborative teaching, individual and small instruction via tiered instructional activities (Task Rotations). Language proficiency is assessed at the end of the semester. After parental notification, students are then programmed for beginner or intermediate level instruction.

5c) Students who are receiving service from four to six years are provided additional support via one-on-one conferencing with ESL teacher, and peer-tutoring. We apply for an extension of services for these students in order to continue to provide instruction that targets their specific needs. We have ELA Classroom Libraries to supplement existing classroom libraries in English and ESL classrooms, which include a variety of fiction, non-fiction, and assortment of Bold Print books and magazine subscription. Achieve3000 and Destination Math in Spanish and English afford the students the opportunity to accelerated this learning as they engage in the web-based activities before, during, and after school.

5d) Students who are receiving service from four to six years (long term ELLs) struggle to pass their classes and many are potential LTE. We apply for an extension of service for these students in order to continue to provide instruction that targets their specific needs. They are provided additional support via one-on-one conferencing with ESL teachers and peer-tutoring. Instruction focuses on vocabulary development and expansion, critical thinking skills and test taking strategies. In addition, students participate in the Achieve 3000 Differentiate Reading program in English and Spanish.

5e) Students who require alternative placement in special education classes are provided language support that address his/her academic deficits and delays (cognitive and language). These delays are also addressed in the self-contained classroom. Due to smaller class size in conjunction with the special needs of the student, instruction is tailored to the diverse levels of ability and comprehension. This is accompanied by the implementation of various differentiated learning tasks. This differs from the traditional mainstream methodologies by addressing multiple levels of instruction to complete comparable tasks whereas in the mainstream all students are on the same approximate level. Differentiated tasks include the use of different levels of vocabulary, reading comprehension passages and questions and a widely

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
assigned for all Resource and X-coded students. 100%	Students who scored Proficient on the NYSESLAT within the last two years also receive
test accommodations. 75%	
50%	
25%	
	Dual Language
of the Workshop Model. 100%	Balanced Literacy, Achieve3000 Differentiate Reading, Destination Math, SMART boards, laptop projectors,
75%	
50%	
25%	
	Freestanding ESL
100%	

## A. Programming and Scheduling Information

Scaffolding strategies; Differentiated Instruction; small group work; and one-to-one tutoring and extended-day support.

## B. Programming and Scheduling Information--Continued

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

### 8. Targeted Intervention Programs for ELLs:

Students receive intervention in the form of small group instruction. Strategies include small group focused instruction and guided reading groups. Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in order to enhance the student's second language acquisition and cognitive academic language proficiency. The ESL and content area teachers differentiate instruction for newcomers, Long-Term ELLs, and ELL students with special needs.

Spanish textbooks in Math and History are provided for Beginner ELLs. Performance Series Assessments in Math and English Language Arts to are administered periodically to measure student progress, as well as to tailor instruction to meet the student's needs.

The following interventions are offered for Beginner, Intermediate and Advanced ELLs:

- Extended Day program provide targeted small group instruction
- ESL strategies are incorporated to scaffold language development across the modalities
- Extended day, ninth period ESL which provides students with additional support through explicit targeted instruction.

9. The ESL teacher will continue to support ELLs who have reached proficiency on the NYSESLA. The ESL teacher will continue to monitor the student's progress through periodic assessments and push-in support. The ESL teacher will consult with the content area teachers of former ELLs and offer support to both the teachers as well as the students. Former ELLs will continue to receive the necessary, allowable, testing accommodations for two years after they have reached proficiency on the NYSESLAT. Former ELLs also participate in our extended day, ninth period ESL program in order to continue to strengthen their English language skills.

10. Improvements that will be considered for the upcoming year for ELLs include Scantron Performance Series Assessments to measure ELL development, as well as tailor instruction to meet the individual needs of the ELL. We also hope to implement a Native Language Arts class this upcoming school year. In addition, we hope to update all classroom libraries with bilingual materials.

11. N/A

12. One of the wonderful things about the Brooklyn School for Global Studies is our enrichment/extra-curricular activities. Our extracurricular activities are as follows: Student Government, Band, Road Runners Club, Cheerleading, Baseball, Basketball, peer tutoring and enrichment, Lacrosse, Yearbook Committee, and much more. All ELLs are encouraged to attend these programs. Middle school students are also encouraged to attend our after-school program that is run in cooperation with CAMBA. All of our ELL students are encouraged to attend. Through this program students are provided additional academic support in an interactive setting to further develop their academic and social language skills.

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

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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17. What language electives are offered to ELLs?

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9. The ESL teacher will continue to support ELLs who have reached proficiency on the NYSESLA. The ESL teacher will continue to monitor the student's progress through periodic assessments and push-in support. The ESL teacher will consult with the content area teachers of former ELLs and offer support to both the teachers as well as the students. Former ELLs will continue to receive the necessary, allowable, testing accommodations for two years after they have reached proficiency on the NYSESLAT. Former ELLs also participate in our extended day, ninth period ESL program in order to continue to strengthen their English language skills.

10. Improvements that will be considered for the upcoming year for ELLs include Scantron Performance Series Assessments to measure ELL development, as well as tailor instruction to meet the individual needs of the ELL. We also hope to implement a Native Language Arts class this upcoming school year. In addition, we hope to update all classroom libraries with bilingual materials.

11. N/A

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Middle school students are also encouraged to attend our after-school program that is run in cooperation with CAMBA. All of our ELL students are encouraged to attend. Through this program students are provided additional academic support in an interactive setting to further develop their academic and social language skills.

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

- MY ACCESS Writing
- Destination Math

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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9. The ESL teacher will continue to support ELLs who have reached proficiency on the NYSESLA. The ESL teacher will continue to monitor the student's progress through periodic assessments and push-in support. The ESL teacher will consult with the content area teachers of former ELLs and offer support to both the teachers as well as the students. Former ELLs will continue to receive the necessary, allowable, testing accommodations for two years after they have reached proficiency on the NYSESLAT. Former ELLs also participate in our extended day, ninth period ESL program in order to continue to strengthen their English language skills.

10. Improvements that will be considered for the upcoming year for ELLs include Scantron Performance Series Assessments to measure ELL development, as well as tailor instruction to meet the individual needs of the ELL. We also hope to implement a Native Language Arts class this upcoming school year. In addition, we hope to update all classroom libraries with bilingual materials.

11. N/A

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

- MY ACCESS Writing
- Destination Math
- RIGOR

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

N/A

Math:

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### 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. In-house and off-site Professional Development workshops are offered to the entire faculty during city-wide scheduled Professional Development Days. These workshops focus on strategies and methodologies for technology-infused, differentiated ESL, and aligning instruction to meet the Common Core Standards. Our PD program will focus on assisting our ELLs through differentiation. This is in alignment with our instructional program because our goal is to increase English language proficiency and differentiation is the key to this. To this end, we are planning the following PD sessions for our classroom and ESL teachers: Reading comprehension strategies for ELLs, Helping ELLs acquire academic language, differentiating instruction for ELLs in the classroom, ELA test prep for ELLs, and Regents prep workshops.

Our Continuous Professional Development Series includes workshops, modeling and classroom training provided by ESL teachers and/or service providers for all faculty members providing instruction and services to our English Language Learners. Throughout the year, select members of the ESL Department have had the opportunity to attend Professional Development training relevant to ESL instruction; these teachers turn-key what they have learned to other staff within the school.

Other examples of professional development activities are Demonstration Lessons, Common Professional Periods, Joint Department Meetings and New Teacher Workshops. Teachers are also required to attend monthly department meetings and faculty conferences. Topics for these sessions are announced as the term progresses. Teachers participate in bi-monthly Teacher Team Meetings. In addition, teachers of ELL are encouraged to attend all workshops/conferences offered by the District/Regional offices.

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### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## B. Programming and Scheduling Information--Continued

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

### 8. Targeted Intervention Programs for ELLs:

Students receive intervention in the form of small group instruction. Strategies include small group focused instruction and guided reading groups. Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in order to enhance the student's second language acquisition and cognitive academic language proficiency. The ESL and content area teachers differentiate instruction for newcomers, Long-Term ELLs, and ELL students with special needs.

Spanish textbooks in Math and History are provided for Beginner ELLs. Performance Series Assessments in Math and English Language Arts to are administered periodically to measure student progress, as well as to tailor instruction to meet the student's needs.

The following interventions are offered for Beginner, Intermediate and Advanced ELLs:

- Extended Day program provide targeted small group instruction
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9. The ESL teacher will continue to support ELLs who have reached proficiency on the NYSESLA. The ESL teacher will continue to monitor the student's progress through periodic assessments and push-in support. The ESL teacher will consult with the content area teachers of former ELLs and offer support to both the teachers as well as the students. Former ELLs will continue to receive the necessary, allowable, testing accommodations for two years after they have reached proficiency on the NYSESLAT. Former ELLs also participate in our extended day, ninth period ESL program in order to continue to strengthen their English language skills.

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### 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)?

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## 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			1		2
Intermediate(I)								1	5	2	3		2	13
Advanced (A)							3	1		1	2		1	8
Total	0	0	0	0	0	0	3	2	6	3	5	1	3	23

### NYSESLAT Modality Analysis

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

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____	4		2	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool used by the teachers at Brooklyn Global Studies to assess the literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. The current results show us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the inferential questions about the text. This also shows us that we need to provide more time for thinking about the literature and to also

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 15K429      **School Name:** Brooklyn School for Global Studies

**Cluster:** 94CL04      **Network:** 94N405

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Using the ATS, ARIS and Home Language Surveys to identify students whose home languages are non-English, the following steps are followed to ensure parents receive translated materials that are language appropriate and easy to read. Many of the following documents were already translated by the DOE Translations Unit. The documents that need to be read and responded immediately by ELL parents are also being translated. For example:

- Permission forms that need parents signatures - (DOE Translations and Interpretation Unit)
- Report card narratives (Sending to DOE translations Unit)
- Instructions for special homework projects that need parent monitoring or input. (Sending to DOE translations and interpretation Unit)
- Meeting announcements and other school flyers – (Sending to DOE translations and Interpretation Unit)
- Manuals and brochures – (Approved by the DOE translations and Interpretation Unit)
- Health information – (Approved by the DOE translations and Interpretation Unit)
- Registration packets and letters – (Sending to DOE translations and Interpretation Unit)
- Discipline letters – (Sending to DOE translations and Interpretation Unit)
- Exam letters - (Sending to DOE translations and Interpretation Unit)

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.

At the start of the 2011-2012 school year, information was gathered at parent orientation to determine if parents requested translated documents. We continually offer this option to parents and assess their needs via Parent Newsletters, letters home, the Parent Message Board in the lobby and at individual conferences.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will make all parent notifications available in written translated form as requested at the student intake meeting. We will utilize an in-house teacher to interpret Spanish documents, and for other languages (specifically Arabic and Haitian Creole) we will utilize the DOE online documents and if needed a vendor. Parents will be provided with the translated Bill of Parents Rights and Responsibilities as well as key documents that are distributed throughout the school year. In order to ensure a timely delivery of services and turnaround we will have a dedicated staff member (our Parent Coordinator) oversee this process.

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.

We will utilize in-school teacher translators (Spanish) for oral translations for meetings, events and phone contacts. For school events, our parent coordinator pre plans by communication with ELL parents to identify who will attend meetings and then she aligns a speaker of that language for the purpose of oral translation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parent Bill of Rights will be provided to all parents on Open School Day and Evening. A translation sign is posted in the main lobby in a conspicuous location. The School Safety Plan contains procedures for ensuring that all parents in need of language assisted services are not prevented from reaching the school's administrative offices solely due to language barrier.