



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROWNSVILLE COLLABORATIVE MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K363

PRINCIPAL: STACEY WALSH

EMAIL: SWALSH3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

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
Stacey Walsh	*Principal or Designee	
Debra Nimmons	*UFT Chapter Leader or Designee	
Brenda Garcia	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Justin Hamilton Zaire Puzie Daneisha Newsome Krystal Content	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Nyesha Shade	Member/UFT	
Jarah Magan	Member/UFT	
Kimberly Nye	Member/UFT	
Curlet Charles	Member/Parent	
Kim Puzie	Member/Parent	
Crystal Smith	Member/Parent	
Sherita Scott Boston	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 June 2013, 50% of students will demonstrate the ability to use clear and relevant evidence to support their assertions in essays aligned to the expectations of the Common Core Learning Standards (CCLS).

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.

In 2011-12, 16% of our students demonstrated proficiency on the 5th grade ELA exam; the average student proficiency was 2.4. Our overage population averaged 3% proficiency (1 student) in the 5th grade ELA exam; the average student proficiency in our overage population was 2.3. School-based assessments reveal that approximately 15% of our students demonstrate proficiency in using relevant evidence to support claims. These numbers dictate the need for a strong and targeted literacy program that teaches students the valuable skill of identifying relevant evidence and presenting that evidence clearly and cohesively to support claims/assertions as we move toward full implementation of the Common Core Learning Standards. This goal focuses on writing as the medium in which to develop and hone these skills in our students.

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) key personnel 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.
- Teachers will administer a Common Core-aligned baseline writing task in the fall to determine gaps around using relevant evidence to support assertions.
- Teachers will collaborate around the grading of the baseline assessments to norm what they see
- ELA and Science teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- Teachers will have per session opportunities for planning and review of student work throughout the school year in order to track student progress toward using clear and relevant evidence to support claims in writing.
- Through professional development, pedagogical staff will develop shared norms for engaging in feedback conversations to support student achievement.
- School will implement a Saturday Academy Program that will run from January to end of April; program will target overage students as well as students who exhibit through data collected a need for extra support with test preparation strategies in reading and writing.
- School will administer a final assessment in May 2013 to identify individual student progress toward meeting the standard of using clear and relevant evidence to support assertions.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- School will provide parents with written and verbal progress reports to keep parents informed of their children’s progress and development.
- Parents will receive school-generated Progress Reports every 6 weeks to inform them of student progress and performance around the Common Core Learning Standards and grade level performance along with narrative feedback to reinforce the school-to-home connection in supporting student achievement.
- School will provide materials and training to help parents work with their children to support proficiency in using evidence to support assertions in writing (ex: Achieve 3000, Literacy Workshops)
- School will provide assistance to parents in understanding City and State Assessments in writing through workshops and PTA meetings

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) x Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

BCMS will utilize TL Fair Student Funding, OTPS New Schools funds, and Title I funds to support the achievement of this goal. Funds will be spent on the following items/programs:

- Achieve 3000 computer software program to support our students with the reading and writing of non-fiction and the subsequent identification of relevant evidence to support assertions
- Academic Intervention programs – Saturday Academy and Morning/Afternoon Intervention sessions
- Professional publications around assessment practices
- Professional publications around curriculum development
- Professional publications around instruction
- Professional development around the CCLS, Hess’ Cognitive Rigor Matrix, Depth of Knowledge, Universal Design for Learning, supporting Students with Disabilities and English Language Learners, Differentiation practices

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.

By June 2013, teachers at BCMS will improve/increase one level in their pedagogical effectiveness as measured by the Danielson framework in 2 of the 3 focus competencies through administration's providing of meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

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.

With 1 new to DOE teacher and 1 experienced yet not-yet-masterful teacher (out of a total of 5 teachers), it is imperative that administration engages in frequent classroom visits and feedback sessions. With an overage student population of approximately 40%, 98% Title I student eligibility, 26 holdover/repeat holdovers, and some students who exhibit varying levels of disengagement from their education, it is imperative that BCMS teachers effectively engage students in their educational lives by presenting them with rigorous and relevant curriculum that accelerates their learning and achievement and that is delivered in an engaging and authentic manner. In order to support teachers with increasing their pedagogical effectiveness, administration will perform short, frequent cycles of observations and provide teachers with targeted feedback and support around the Danielson Framework for Teacher Effectiveness.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- In addition to formal observations as required by the UFT contract, the principal will visit each teacher's classroom at least 4 times over the course of the year and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies.
 - This formative feedback will be provided within one week after 75% of observations.
 - Feedback will result in improvement in teacher practice as measured by the Danielson framework in 2 of the 3 focus components from beginning of year to June.
 - With the support of the Teacher Effectiveness coach, principal will perform short frequent cycles of observation of teachers and engage in dialogue and feedback around pedagogical performance and growth around 6 Danielson Competencies, 3 of which will be competencies of primary focus, in an effort to support comprehensive growth around pedagogical effectiveness and increased student outcomes.
 - Through professional development, develop shared norms for engaging in feedback conversations.
 - Principal will engage in two rounds of informal (not for file) observations by Election Day; and engage teachers in goal-setting conversations where teachers will identify strengths, challenges, and map out an action plan for increased pedagogical effectiveness anchored in student outcomes.
 - Principal will engage teachers in mid-year goals check-in no later than February break.
 - School leaders will set up and follow a schedule for teacher observation and formative feedback aligned to the CIE focus competencies with some additional

school-selected competencies.

- School will participate in the Office of New Schools' Teacher Effectiveness Pilot and receive support from TE coach.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

BCMS will utilize TL Fair Student Funding, OTPS New Schools funds, and Title I funds to support the achievement of this goal. Funds will be spent on the following items/programs:

- Per session opportunities for professional development around the Danielson domains, elements, and competencies
- Per session opportunities for professional development around curriculum, assessment, and instruction
- Professional publications, such as Teach Like A Champion by Doug Lemov, to support pedagogical growth and effectiveness
- Partnership with Community Word Project to support arts in the content areas (Science) in an effort to support content area teachers with embedding arts in the curriculum

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.

By June 2013, BCMS administration will build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS) and UDL principles, in response to student learning needs.

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.

In 2011-12, 16% of our students demonstrated proficiency on their 5th grade ELA exam; the average student proficiency was 2.4. 40% of our students demonstrated proficiency on their 5th grade math exam; the average student proficiency in math was 2.7. Of our average population, 3% of students demonstrated proficiency in the 5th grade ELA exam, with an average student proficiency of 2.38; 25% of students demonstrated proficiency on the 5th grade math exam, with an average student proficiency of 2.47. This data speaks to the need for BCMS teachers to increase student achievement through the effective implementation of the CCLS and ensure that curriculum and instruction is CCLS-aligned, rigorous, and relevant.

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) key personnel 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.
- Over the course of the 2012-13 school year, each teacher in the core content areas (ELA/Humanities, math, and science) will design or adapt 2 units to reflect the CIE focus standards as well as the principles of Universal Design for Learning.
- BCMS teachers will use student data and outcomes to inform curricular and classroom decisions and will collaborate around consistencies across classrooms with respect to CCLS-alignment of curriculum as they relate to increased student achievement.
- All teachers will implement 2 Common Core units that: are well-aligned to the CIE focus standards; embed the skills outlined in the relevant Common Core instructional shifts; and assess student learning with a rigorous performance task as indicated by Hess' Cognitive Rigor Matrix.
- All content area teachers will participate in weekly grade team meetings during their common planning blocks and will work on unit/lesson design, with support from school-based coach, administrators, and network coaches.
- Department teams will examine student work from beginning of year assessments to understand gaps in student knowledge or skill; and to inform the design of their instructional units. During these meetings, department teams will explore curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core Standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with teacher leaders and school-based coach and join team meetings on a regular basis.
- Teachers will have per session opportunities for curriculum planning and task design.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- School will offer Open Houses and Curriculum Nights to keep parents informed of school curricula and instruction
- Progress Reports, with narrative comments from teachers will be provided to parents every 6 weeks

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

BCMS will utilize TL Fair Student Funding, OTPS New Schools funds, and Title I funds to support the achievement of this goal. Funds will be spent on the following items/programs:

- Per session opportunities for professional development around aligning units of study and lessons to the CCLS
- Per session opportunities around the Danielson Framework
- Per session opportunities around UbD/Backwards Design
- Per session opportunities for professional development around curriculum, assessment, and instruction
- Intervisitations
- Professional publications to support CCLS implementation

ANNUAL GOAL #4 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 #4

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

By June 2013, 90% of the students at BCMS will be able to articulate BCMS Habits of Mind on demand. BCMS will develop a culture for learning where BCMS core values are explicitly woven into all aspects of school life so that students are learning important skills and habits conducive to secondary success – resilience/persistence and collaboration.

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.

***Rationale** – As a new school, it is important for us to establish norms around habits and behaviors. To date, we have engaged in 1 principal and 2 superintendent suspensions. BCMS strives to build and sustain a culture in which students collaborate, advocate, and exhibit resilience, persistence, empathy, and honor as they grow and develop into young adults.*

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) key personnel 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.
- By June, 75% of students will be able to articulate BCMS core values on demand.
 - On the 2013 school survey, at least 60% of students will agree or strongly agree with this statement: “The adults at my school help me understand what I need to do to succeed in school.”
 - Provide students with mentors who support them academically, socially, and emotionally
 - Weave school Habits of Mind (REACH – Resilience, Empathy, Advocacy, Collaboration, Honor) into daily instruction, dialogue, and culture of school
 - Collaborate with Partnership with Children to ensure that 90% of the staff is trained in CASEL Social-Emotional Learning Standards by June 2013.
 - School culture and climate team develops school-wide rules and procedures incorporating lessons from Guided Discipline training.
 - School leaders emphasize and reinforce relevant rules and procedures throughout school year.
 - Health and Wellness Council will be comprised of teachers, students, and parents and will support the school community with healthy choices and decision-making processes
 - School will train one staff member in Brain Gym to support a healthy mindset and healthy habits conducive to learning
 - School partnership with Partnership with Children will support conflict resolution, peer mediation, individual and group counseling, and other opportunities to build social and emotional skills in BCMS students

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Monthly school newsletter will be provided to parents to share information around school and school-related events and student progress around academics and social-emotional development
- 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's community to support school culture and school-to-home connection
- Conduct parent workshops around topics that reinforce school culture and mission/vision, such as parenting skills, understanding the developmental growth patterns of adolescents, stress management, accessing community and state/federal support structures
- Hosting events to support men asserting leadership in education for their children
- School partnership with Partnership with Children

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

BCMS will utilize TL Fair Student Funding, OTPS New Schools funds, and grant funding to support the achievement of this goal. Funds will be spent on the following items/programs:

- Students trained as Peer Mediators
- Habits of Mind posters and ongoing campaign
- School-wide wellness program
- Sports and fitness equipment
- CHAMPS
- Performing Arts program
- Partnership with Children school partnership

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve3000	Independent work as students move through increasingly challenging modules at a developmentally appropriate pace	One period per week plus extended day
	Targeted skills instruction	Small Groups	School day and extended day
	Literacy Recovery	Small Groups	Saturday Academy Program
Mathematics	Targeted skills instruction	Small groups; one-to-one	School day and extended day
	Math Recovery	Small Groups	Saturday Academy
Science	Science Literacy	Whole class; Small groups	School day
Social Studies	n/a		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	Counseling	One-to-one; small group	Dependent upon IEP – anywhere from once per week to three times per week
	Speech Therapy		

Worker, etc.)			
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Brownsville Collaborative Middle School recruitment efforts begin with the drafting of interviewing questions that are tailored to the mission and vision of the school. Through the 18D Committee process, we collaboratively identify and invite highly qualified candidates to interviews based on cover letters and resumes that meet high standards as outlined within the vacancy posting. During the interview, candidate responses are scored based on a rubric. If a candidate meets hiring criteria at the interview, he/she offered a position within one week.

BCMS staff receive professional development over the summer around the school's mission, vision, culture, curriculum, instruction, assessment, and social and emotional learning standards and implementation. Over the course of the school year, we continue to address these areas through the integration of ongoing professional development as well as targeted professional development to individual or groups of teachers based on individual needs as they relate to student achievement and outcomes. The weekly professional development/inquiry work sessions on Wednesday afternoons are targeted to school-wide goals and teachers' needs. In collaboration with CFN 103, teachers are invited to participate in network-based professional development focused on the Common Core Learning Standards, curriculum development, and content-based best practices. Furthermore some staff members participate in professional development focused special education, school culture and facilitation of teacher teams.

Brownsville Collaborative Middle School strives to retain highly qualified staff by offering leadership opportunities and involving staff in decision-making. Staff members are invited to plan and facilitate professional development for other staff members and are also members of BCMS's Administrative Cabinet; a decision-making body that collaborates around critical initiatives aligned with BCMS's mission and vision.

Staff is assigned based on license areas and interests.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

**Title I Parent Involvement Policy and Parent-School Compact for
Brownsville Collaborative Middle School 23K363**

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Brownsville Collaborative Middle School 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. Brownsville Collaborative Middle 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 Advisory Council, as trained volunteers and welcomed members of our school community. Brownsville Collaborative Middle 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., Achieve 3000, Math and ELA Workbooks and 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 through various workshops;
- 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 (e.g., school messenger, written correspondences)
- 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's community.

Brownsville Collaborative Middle 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 Brownsville Collaborative Middle School 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, Brownsville Collaborative Middle 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 Advisory Council. 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 for Family and community Engagement (FACE);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, . Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent 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.

Brownsville Collaborative Middle School will further encourage school-level parent involvement by:

- Holding an annual Title I Parent Curriculum Conferenced
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting FACE District Family Day events;
- Establishing a Parent Resource Center 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 meaningful parent participation
- 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; and

- 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

Section II: School-Parent Compact

Brownsville Collaborative Middle School is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Brownsville Collaborative Middle School staff and the 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.

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 State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents are required by the No Child Left Behind (NCLB) Act;
- Provide Arts and Enrichment programs for growth and development
- Provide students with mentors who support them academically, social and emotionally

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 a Title I parent Annual Meeting (prior to December 1st 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, child care or home visits 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; and
- Ensuring that the Parent Involvement Policy and School-Parent compact are distributed and discussed with parents each year;
- Utilizing Jump Rope grading platform, which includes parent logons and text messages

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- Planning activities for parents during the school year (e.g., Open School Week);

- 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 are requested by parents; and
- 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;
- Offering workshop resources

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 is 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 this decisions relating to my child's education. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by promoting 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. school or district Title I Parent Advisory Councils, School or District Leadership Teams: and
 - Share responsibility for the improved academic achievement of my child

Student Responsibilities:

- Attend school regularly and arrive on time;
- Exhibit habits of mind
- Complete my homework and submit all assignments on time and with high quality
- Follow the school rules and be responsible for my actions; ask questions when clarity is required
- Always put my best effort into my education.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Doug Knecht/Yuet Chu	District 23	Borough Brooklyn	School Number 363
School Name Brownsville Collaborative Middle School			

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

Principal Stacey Walsh	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Jennifer Milfort	Guidance Counselor n/a
Teacher/Subject Area Nyeshia Shade/Math	Parent Brenda Garcia
Teacher/Subject Area Jarah Magan/Science	Parent Coordinator n/a
Related Service Provider Natalie Pool	Other n/a
Network Leader Yuet Chu	Other n/a

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

D. School Demographics

Total number of students in school	76	Total Number of ELLs	4	ELLs as share of total student population (%)	5.26%
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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. 

Question 1 Screening

At enrollment (for new admits), the ESL licensed teacher, Ms. Milfort, administers the Home Language Identification Survey (HLIS) to determine LAB-R eligibility of students.

When the home language is other than English or student's native language is other than English, ESL teacher, Ms. Milfort, conducts an informal oral interview in English with the parent/guardian and the student.

Initial Assessment

If Home Language Survey indicates that the student speaks a language other than English, ESL teacher, Ms. Milfort, administers the Language Assessment Battery-Revised (LAB-R) to all eligible ELL students and the Spanish LAB to eligible Spanish-speaking ELLs. The LABR and LAB test are administered within 10 days of enrollment.

Annual Assessment

In the spring, ESL teacher, Ms. Milfort, administers the New York State English as a Second Language Test (NYSESLAT) to all eligible students.

Students who score below proficiency continue to receive full ELL services.

Students who score at or above proficiency enter general education program with ELL supports.

Question 2 and question 3

Program Placement

Entitlement letters are sent home informing parents of their child's LAB-R scores and inviting them to attend an ELL Parent Orientation Meeting.

At the orientation, parents are informed of the three different programs available (Dual Language/bilingual/ESL services) in the City of New York to support their child's academic progress (video and discussion with the ESL teacher, Ms. Milfort).

Parents/guardians are also given an opportunity to ask questions so that they can make an informed placement selection.

The Parent Survey and Program Selection Form are given to the parents. Parents fill-out the form and return it the same day. If forms are not returned on that day, a follow-up phone is made to the parents.

Within the 10 school days of enrollment, student is placed in the Freestanding ESL Program available at Brownsville Collaborative Middle School (BCMS).

Question 4

ELL students placement is based on the Parent Survey and Selection Form the parent/guardian filled out at the Parents' orientation Meeting. Parents are notified (in writing), in their native language, of the program their child will be attending.

Question 5

Brownsville Collaborative is a new school hence we have not had the opportunity to review Parent Survey and Selection Form. However, we have established a procedure that at the end of the school year the administrative team will review the information on these forms to inform us as to what changes will need to be made to the programs we offer.

Question 6

The program models we offer at Brownsville Collaborative are aligned with the parents' requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	0	0	0	0	0	0	4

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Question 1

The organizational model used at BCMS is Pull-out. Since the school only has a 6th grade level, the program model used is heterogeneous (mixed proficiency levels).

Question 2

A. Programming and Scheduling Information

BCMS offers to its ELL population a Freestanding ESL program. Students whose proficiency levels in the NYSESLAT is beginning and intermediate receive 360 minutes a week of ESL instruction. While students who score advance level on the NYSESLAT receive 180 minutes of service a week. All services are provided in English.

Question 3

The content areas of Math, Science, ELA/Humanities are delivered daily to every student at BCMS. 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.

Question 4

Ms. Milfort administers the LAB Spanish to Spanish speakers.

Question 5

- a. ESL teacher will focus on basic oral communication skills, phonemic awareness. For math and science, students practice writing and speaking numbers, basic numeracy and content vocabulary (ESL teacher).
- b. ELLs (0-3 years) will be provided targeted language instruction in reading, writing, speaking and listening. All classes follow the same curriculum map, with additional scaffolding provided when necessary. This curriculum is designed to include exposure to English content used in daily activities inside and outside of the classroom
- c. The SIOP Model is used as the instructional structure for the ESL classroom (4 - 6 years ELLs). Different strategies are used (eg.: videos, balanced literacy, share out,...) to address students' academic areas of growth.
- d. Long-Term ELLs are integrated in the mainstream classrooms. Long term ELLs will participate in a number of academic intervention and support programs that will take place throughout the school day and during our extended day program hours. They are expected to complete work at the level of native English speaking students, and are grouped during reading and writing conferences in order to support the growth of specific high-level skills.

Question 6

ELLs with special needs are supported by the Special Education Team and the ESL teacher at BCMS. Teachers from both teams review the students' IEPs, discuss best methods, and plan strategically together. ELLs with special needs participate in the push-in/pull-out model and are grouped by their assessed language levels. Some of the instructional strategies used for ELLs-SWD is the Total Physical Response approach as well as the SIOP model for content and ESL instructions.

Questions 7

Our ELLs-SWD receive ESL services in a combination of push-in and pull-out services. When students are pulled out of their classrooms they grouped with the general education students. Students are mainstreamed as much as possible. Teachers use their formative assessments to determine if the students is ready for mainstreaming in a particular subject area.

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 speak. Do not include:

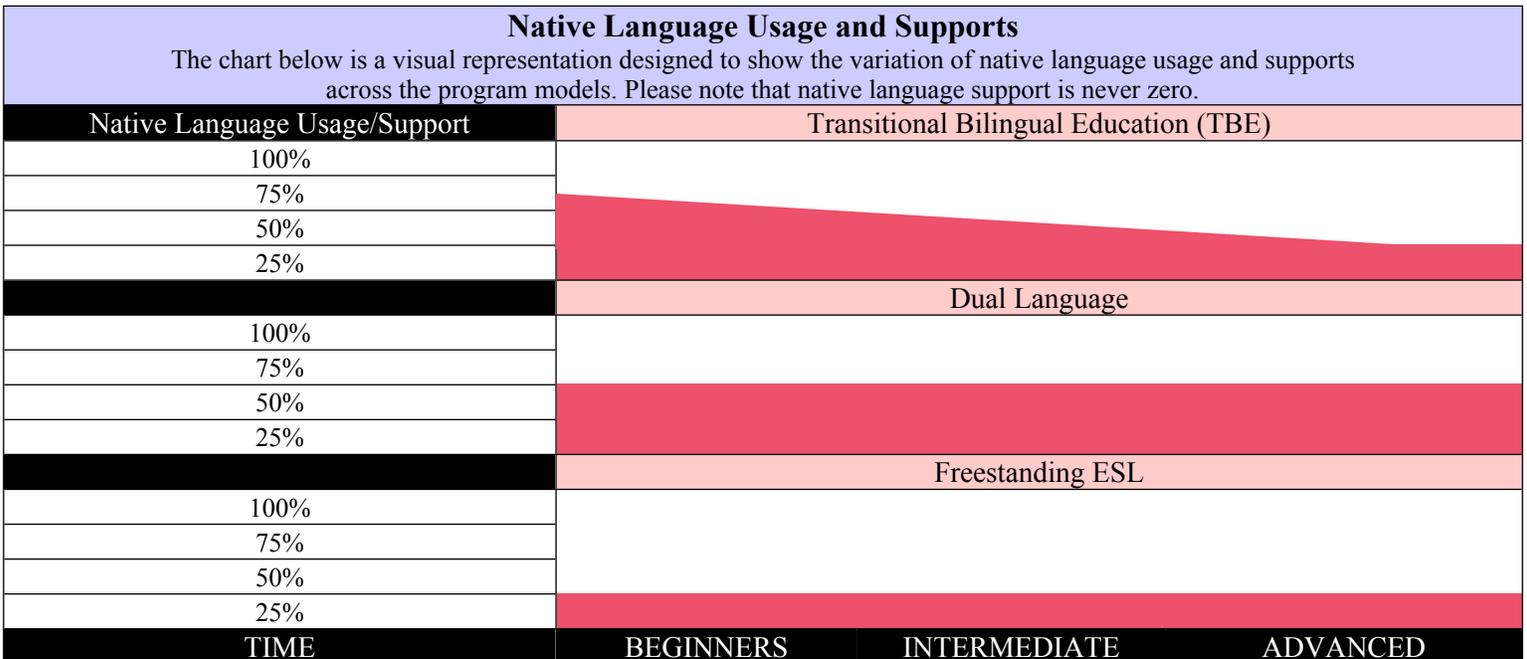
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

Question 8

Academic Intervention Services (AIS) are provided to all our ELL students. Students are assessed as they entered our school to determine their needs. Once we had a comprehensive diagnostic, we began to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). The school intervention team along with the teachers determine an individualized plan to meet their needs. The students are given an age-appropriate class for ELA/Humanities, science and math so that they are given instruction appropriate to the state testing. This also allows the students to get the age-appropriate developmental and social skills that may be needed to be addressed. The parents, along with the support of the AIS team and ESL teachers, provide support for the student. The AIS and ESL services are comprised of only small groups to support students' needs. Student progress is tracked and monitored on a quarterly basis to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum. In addition, students participate in Saturday Academy and After-School Programs.

Question 9

ELLs reaching proficiency on the NYSESLAT are entitled to translated materials, translated references, and testing mods. For continuing transitional support, teachers provide their students with all modifications that they are allowed.

Question 10

Thus far there is no plan to change our program for the coming year.

Question 11

No programs/services for ELLs will be discontinued.

Question 12

ELLs are afforded equal access to all school programs by open invitation to all after school activities at the beginning of the school year. All information for ELL parents are provided with translations. BCMS provides a myriad of clubs and activities for all students, including all ELLs, ranging from Performing Arts to Students Clubs. Supplemental services at BCMS that are mandated, such as speech and OT, are also provided to ELLs. The entire school community works together to ensure that all services, mandated or recommended, are provided to all students, including ELLs.

Question 13

Content areas of math, science, and humanities utilize the following instructional materials: Smartboard, Laptops, Audio inputs, Video clips (discovery channel, etc), Modified & translated materials, an translation online reference

Question 14

The students' native language is not used for direct instruction in the ESL program. However, books and literature in the students' first language are available to students.

Question 15

Yes, required services and resources do indeed support and correspond to ELLs' ages and grade levels.

Question 16

Newly enrolled ELLs are introduced to staff members at BCMS (who are also on the office staff) right away when they enrolled. Our bilingual office staff welcomes newly enrolled ELLs and their parents and gives them translated information and other materials to help orient them to their new school. Newly identified ELLs then begin the ELL induction process, including the ELL Parent Orientation and Welcome Session. Students are buddied up with students who speak their native language to assist them acclimating themselves to school's procedures.

Question 17

This year, no language electives are offered to ELLs since the school opened its doors in September 2012.

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)?

NA

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.

Question 1

All teachers (including ESL teacher) are able to access ProTraxx and ASCD to elect to take professional development on their own. BCMS also fosters professional development among the staff by providing team meetings and other professional development sessions to address our students' needs. Our staff regularly engages in professional development together as an on-going part of weekly routines. Common Core Standards, Danielson Framework for Teaching, Social/Emotional Learning Standards, Youth Development, Classroom Management, Rigor, Differentiation, Data and Assessment, Co-Teaching, QTEL and SIOP are a few of the professional development courses experienced by BCMS staff thus far this school year.

Question 2

ELLs are encouraged to practice support strategies in high school that they have been using during their middle school years. Specifically, ELL students have experience using and creating graphic organizers to support their understanding of information. ELL students may continue using a computer to assist with writing. In addition, all teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

Question 3

Our annual Jose P. ESL Conference will be held in early Spring. A sign in sheet will be used to maintain attendance record.

E. Parental Involvement

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

Question 1

Parent involvement (including parents/guardians of ELLs) at BCMS is significant on the individual basis. By that, it is meant that parents on the whole are very responsive to the needs of their individual students. We have significant attendance at all parent-teacher conferences as well as consistent responsiveness to the on-going academic, behavioral, and social needs of their children (which can also include parent-team conferences, academic intervention plans, and behavioral intervention plans). BCMS sends home a monthly newsletter informing parents of the upcoming events and what students will be learning for that month. BCMS also utilizes School Messenger, which is translated into Spanish for designated families, to provide parents with pertinent information around the school and our students.

Question 2

We are partnered with Partnership for Children and Community Word Project which offer workshops and/or services to our parents and students.

Question 3

We learn of parents needs in two ways, through conferencing and surveys. Our PTA and SLT give parents an accessible way to discuss and provide feedback on any area of concern for them including SLT, policies, Title I, Title 3, PTA, and other school matters and policies (electronics policy, dress code policy, discipline policy, ect.) Parents of ELLs are required to attend an orientation that informs them of the options available to ELL students. At these orientations, we take the opportunity to learn what specifically the parents feel are the needs of their individual child and we plan with this information in mind. We have an open-door policy so parents feel free to come in and voice their needs and/or opinions. In addition, we survey our parents' needs during out PTA meetings.

Question 4

Five parents workshops will be held during the school year in order to support the parents of LEP students: Access to Resources (late Winter), Understanding Developmental Patterns of Adolescents (Spring), Stress Management (late Winter), Literacy/Math Workshop (Spring), and Career Day (February 7th).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							3							3
Advanced (A)							1							1
Total	0	0	0	0	0	0	4	0	0	0	0	0	0	4

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

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						3							
	P						1							
READING/ WRITING	B													
	I						3							
	A						1							
	P													

NYS ELA

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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.

Question 1

BCMS uses Acuity Predictive and Formative Assessments in Literacy and math skills of all our students, including ELLs. We also conduct a baseline assessment for writing using a writing prompt, as well as mock ELA and math exams at the beginning of the school year. We also assess students at benchmark points during the school year to monitor progress in ELA and Math. The data provides insights into phonemic awareness, reading comprehension, and mastery of standards. This information helps the school to plan for instruction accordingly in the areas of grouping, placement, scheduling, and differentiation. Our RtI model consists of WIST and TOWSFR screening to identify students' levels around fluency and word recognition. We use the Teacher College Reading Assessment to identify reading levels and re-assess 3 times throughout the school year to monitor progress.

Question 2

The data patterns across the proficiency levels (on the LAB-R and NYSESLAT) and grades reveal that students NYSESLAT scores went down during the previous year while students were in 5th grade from 2011 to 2012. Three (3) of BCMS ELLs are Intermediate and one (1) BCMS ELL is advanced.

Question 3

Patterns across NYSESLAT modalities indicates to Ms. Milfort where the entry point, the language objectives and other skills should be for each students in for each lesson.

Question 4

- a. The pattern across proficiencies and grades is that the lowest scores overall are consistently in the reading and writing modality. As this is our school first year, information on which of our students took any test in their native language is not available.
- b. The school leadership and teachers will use the results of the ELL Periodic Assessments to establish systems to improve student performance and to inform and plan instruction.
- c. No data for ELL Periodic Assessment for this school year.

Question 5

N/A

Question 6

We evaluate the success of our programs for ELLs by analyzing student performance on the NYSESLAT, New York Exams and school based assessments.

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

School Name: Brownsville Collaborative MS

School DBN: 23K363

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stacey Walsh	Principal		1/17/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jennifer Milfort	ESL Teacher		1/17/13
Brenda Garcia	Parent		1/17/13
Nyasha Shade	Teacher/Subject Area		1/17/13
Jarah Magan	Teacher/Subject Area		1/17/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **23K363** School Name: **Brownsville Collaborative**

Cluster: **1** Network: **103**

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

Part A: Needs Assessment Findings

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

Home Language Survey data are the initial indicator of parents' language and interpretation needs. ATS reports that support this are the RSDS and the RAPL. BCMS utilizes the NYC DOE's Language and Interpretation Unit to support many of our translation needs around school-to-home communication. Additionally, we have 2 members of our staff who are proficient in Spanish and serve as translators as the need arises, whether on the phone or in person.

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.

The information from our home language surveys and RHLA report indicate the following:
Spanish-speaking parents/guardians: 6
French-speaking parents/guardians: 1
Bengali-speaking parents/guardians: 1
English-speaking parents/guardians: 68

Findings were reported at PTA meetings.

Part B: Strategies and Activities

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.

BCMS accesses the appropriate DOE resources to download translated versions of all mandated information that need to be sent to parents. We also use the Translation and Interpretation Unit for translation and/or interpretation. The results from our home language survey indicates the language needs of our parents and families.

BCMS will provide parents with translated materials such as school updates, newsletters, and other important school information in a timely manner. As stated above, we will utilize the DOE's Translation and Interpretation Unit as well as in house staff members to support school needs around translation.

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.

In house staff is used for interpretation most of the time. On occasions when a school staff is not available for interpretation, the Language and Interpretation Unit is used or if needed an outside agency is contacted.

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>.

At registration, a designated staff member provides all parents whose primary language is not English with a translated copy of the Bill of Parents Rights and Responsibilities. Parents are also provided with interpretation service information whenever necessary. The school's safety plan contains procedures that ensure that parents in need of interpretation have access to the services provided by the administrative offices. Signs are posted in the main office with contact information for translation services.