



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: 13K412 BROOKLYN COMMUNITY ARTS & MEDIA HIGH SCHOOL (BCAM)

PRINCIPAL: JAMES O'BRIEN **EMAIL:** JOBRIEN16@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
James O'Brien	*Principal or Designee	
Patrick Howell	*UFT Chapter Leader or Designee	
Deborah Leary	*PA/PTA President or Designated Co-President	
Monique Mayard	DC 37 Representative	
Kareem Smith	Student Representative	
Brian Satz	CBO Representative	
Dina Joseph	Student	
Safiya Francis	Teacher	
Alicia McLaughlin	Parent	
Rosette Beau	Parent	

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Major Recommendation

- Our state data for 2010-11 found us to have an average ELA/Math Performance Index in the bottom 5% statewide for Black students (100) and educationally disadvantaged students (94)—both groups often found in the lowest 1/3 students for each grade.
- In reflecting on our instructional program, our administrative support around instruction and our peer support between teachers, we were unanimous in agreeing that it needed to gain personalization and follow a theory driven model to truly fulfill potential.
- Our Quality Review recommended that we focus on supporting teachers in the development and refinement of teaching strategies, questioning and routines that position all students to have access to the curriculum and the opportunity to create meaningful work products (1.2)
- From Survey: School leaders place a high priority on the quality of teaching at my school. (7) *Strongly Agree* 34, *Agree* 45, *Disagree* 17, *Strongly Disagree* 3
- From Survey: Teachers in my school work together on teams to improve their instructional practice. (7.4) *Strongly Agree* 38, *Agree* 48, *Disagree* 10, *Strongly Disagree* 3

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | | |
|---|---|--|
| 2.2 School leader’s vision | x | 2.4 School leader’s use of resources |
| X 2.3 Systems and structures for school development | X | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

By June 2013, 100% of BCAM staff will implement the Danielson instructional framework, including identifying specific framework components that inform teacher focus based on feedback from administration and peers and participate in PD and Grade/Department agendas that focus on rubric qualities, performance level improvements and support of each grade’s lowest-third and special-need students.

Instructional strategies/activities

- Teachers self-select 2 instructional framework components from the Instructional Practice and Classroom Environment Strands that identify their two primary practice foci and that frame feedback and support.
- Staff also integrates the school-wide focus of literacy practice into its pedagogy
- Administration/instructional leaders implement monthly PD for teachers on instructional framework and literacy.
- Both administration and staff utilize BCAM instructional framework and specific components for informal, formal and peer classroom observations/feedback, reviews of curriculum and overall support of teaching staff.
- During mid-year and end-of-year evaluations/one-on-ones with teachers, administration provides feedback on progress related to the specific components each teacher utilized, but this feedback is not part of formal evaluation, it is supportive and descriptive.
- There is an ongoing emphasis in practice, feedback, PD and grade/department agendas regarding Danielson Framework on supporting each grade’s lowest-third and special-needs students.

Budget and resource alignment

- Indicate your school's Title I status: X 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 x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority Funding for this goal and its Tenets is per session to support monthly professional development for staff around the implementation of the Danielson Framework in classes (14 teachers, 6 monthly sessions, 2 hour each session, contracted per hour rate)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Major Recommendation

- Our state data for 2010-11 found us to have an average ELA/Math Performance Index in the bottom 5% statewide for Black students (100) and educationally disadvantaged students (94)—both groups often found in the lowest 1/3 students for each grade.
- In reviewing the new CCLS and our own educational program, it must be a priority to align our curriculum and academic tasks to the new learning standards and have each department, not only ELA and Math, develop performance tasks, and have these tasks support differentiated learning with special emphasis on our lowest-third and special needs students..
- Our QR reflected a lack of organized periodic assessments that provided students feedback on important standards and staff information on student skill development.
- Specifically, in assessing our students’ literacy levels and skills as defined on their 8th grade test scores, academic course progress and Regent achievement, it was further determined that each academic department would focus curricular and academic task actions around relevant literacy-based standards and specific, department chosen CCLS skills and to engage a complete protocol of staff review and analysis of the tasks and their outcomes once completed.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June, 2013, 90% of BCAM students in each grade will have completed at least two CCLS-aligned curricular units culminating in performance-based tasks, and completed CCLS-aligned quarterly periodic assessments in their core-academic classes: Math, Science, English, History, Art Language and P.E.

Instructional strategies/activities

- School instructional leadership committee uses instructional expectations and develops plan for departments and grade teams to identify goals, set curricular scope and sequence and plan curricular units aligned to CCLS.
- Key staff present PD workshops to faculty on CCLS and city-wide expectations around performance-based units and tasks.
- Academic classrooms across all grades complete units and tasks quarterly. Department and grade teams analyze curriculum and student work to identify instructional priorities and set goals aligned to CCLS.
- Academic classrooms complete quarterly periodic assessments that measure and track standards-based skill over time.
- Teachers identify data from periodic assessments that is valuable to both students and their instructional practice.
- Departments and grade teams develop and revise curriculum to align to CCLS.
- Administration to provide feedback to departments, grade teams and teachers on goals and curriculum as they align to CCLS.
- Assistant Principal Intern participates in CCLS Fellows Program and turnkeys practices and models CCLS-aligned tasks to staff.

Budget and resource alignment

- Indicate your school’s Title I status: X 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 x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority Funding for this goal and its Tenets are:

- 1) Provide high quality professional development around the areas of science. Staff Developer will also implement, manage and develop data for our curricular tasks and periodic assessments (88.5 total days: M, T, .5Fri)
- 2) Per session for professional development to support development and implementation of CCLS-aligned curricular tasks, periodic assessment system and regular data analysis (6 teachers, 6 monthly sessions, 2 hour each session, contracted per hour rate)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Major Recommendation

- Our state data for 2010-11 found us to have an average ELA/Math Performance Index in the bottom 5% statewide for Black students (100) and educationally disadvantaged students (94)—both groups often found in the lowest 1/3 students for each grade.
- After we completed a comprehensive review and analysis of our 2011-12 data, and we must significantly improve that of our course pass rates and the dual accountability and support we provide for our students in earning their credits.
- Next, we assessed our student progress based on credit accumulation in each grade and found that the percent of students earning six academic and four additional (10+) credits consistently decreased each academic year primarily based on increased LTAs students.
- In addition, we asserted that we must do better at supporting our lowest third students in each grade, as they were students who were most in need of a comprehensive support strategy and they were students who were struggling at a high rate to achieve their six core and four additional (10+) credits each year.
- In addition, we found that the biggest determinant in student class and credit success was attendance and being on time to school/first period—i.e. students who attended school and were on time were much more likely to pass classes at a higher rate than those students that were inconsistent in attendance and timeliness.
- Finally, we purposefully understood our other challenges in students acquiring credits to be around aligning our class curriculum and pedagogy to support our students' widely varying skills and styles while effectively using seminar classes to provide additional support in skill building and standardized test preparation.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input checked="" type="checkbox"/> 4.2 Instructional Practices and strategies	<input type="checkbox"/> 4.4 Classroom environment and culture
<input type="checkbox"/> 4.3 Comprehensive plans for teaching	<input checked="" type="checkbox"/> 4.5 Use of data, instructional practices and student learning

Annual Goal #3

As indicated on our 2012-13 Progress Report Credit Accumulation Section, grades 9-11 will average 80% in percentage of students earning at least six core and four additional (10 or more) credits in the academic year, including general students and students identified in the lowest third categories.

Instructional strategies/activities

- Emphasize, support and hold accountable: differentiated class curriculum/teaching/assessment practice, accurate grading/assessment data, instruction-based professional development, implementing advisory curriculum, taking accurate period-by-period attendance, to support credit accumulation
- Attendance efforts: ramped up discipline for late students, concerted effort to outreach to regularly absent students, remove or transfer LTA and drop-out students.
- Emphasize, support and hold accountable: CCLS, NYC instructional priorities, peer support and other researched based frameworks that support student credit accumulation
- Engage in quarterly review of and action plans based on: school-wide, grade, department and individual teacher scholarship reports with focus on each grade's lowest third group including specific strategies developed and maintained to support each group
- Enact Targeted Credit Recovery put in place to recoup failed credits, with an additional Regents preparation focus during 2nd and 4th Quarters
- Intensive quarterly work with students and families around grades and progress, including: regular advisory reviews of class progress, mid-quarter progress reports transmitted to families, mid-quarter intervention conferences for students at risk of failing, end of quarter report cards transmitted and parent-teacher conferences
- Increased emphasis in Advisory on the Portfolio experience resulting in student academic and professional skill development.
- Specific focus on special student groups (lowest third, special needs) through ESL (Calin, four days/week) and continued ICT collaborations.
- Maintain Arts based partnerships, resulting in extracurricular activities for students and PDs/ workshops for staff, such as our relationship with ETA through Herbes
- Continue the school-wide literacy initiative to support our students' variety of literacy needs, including: intensive literacy PD/partnership with NYC Writing Project, monthly literacy PD workshops, school-wide campaign promoting independent reading, intensive support of non and emergent readers via Reading Horizons Program

Budget and resource alignment

- Indicate your school's Title I status: X 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 x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority Funding for this goal and its Tenets are:

- 1) Per session for Monday/Tuesday Academic Centers (8 teachers, 16 hours per week, 20 weeks, contracted per hour rate)
- 2) Per session for professional development to support development our school-wide Literacy emphasis and work with NYC Writing Project (6 teachers, 6 monthly sessions, 2 hour each session, contracted per hour rate)

- Maintain AP Class/Exam infrastructure in English and Math, and look to expand into History and Science.
- Implement comprehensive 9th-12th Grade Targeted Credit Recovery and Credit Repeat programs after-school, during Seminar classes, during vacations and during Summer School to address ongoing deficiencies and failed classes; with specific focus on 10th and 11th students so they enter 12th grade with appropriate credits that make graduation almost a given.
- Continue to implement regular transcript, progress report and report card reviews and actions plans in Advisory and parent conferences to have full awareness of needs, progress and requirements.
- Provide the opportunity through Advisory groups for students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR).
- Students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. G
- Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school.
- Guidance Counselors and Administration meet with families of students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention.
- Increase attention in Advisory Curriculum, 12th Grade Special “Post-High School Planning Days”, one-on-one counseling and College/Career Committee Work, to address social-emotional phenomenon we refer to as “self-sabotage”—i.e. 12th graders not emotionally equipped to take necessary steps to finish high school and plan for post high school.

Budget and resource alignment

- Indicate your school’s Title I status: XSchool 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 x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority Funding for this goal and its Tenets is per session for 4th Quarter targeted credit recovery program and Regent exam preparatory practice sessions (10 teachers, 8 weeks, 4 hours per teacher/per week, contracted per hour rate)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Major Recommendation

- Our state data for 2010-11 found us to have an average ELA/Math Performance Index in the bottom 5% statewide for Black students (100) and educationally disadvantaged students (94)—both groups often found in the lowest 1/3 students for each grade.
- Quality Review found that we must identify additional ways to fully engage parents in an understanding of next learning steps for students, including performance on CCLS tasks to support student academic achievement.
- QR also found that we must improve our system for analyzing the effectiveness of data-sharing efforts with students and families around academic performance.
- On survey we parents scored us relatively low on whether they received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? (6.7).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

By June, 2013, we will have disseminated to parents/families 4 academic quarter-ending report cards, 4 mid-quarter progress reports for a total of 8 data disseminations; and we will have hosted 3 parent-teacher conferences at the end of 1st, 2nd and 3rd Academic Quarters (the DOE requires 2).

Strategies to increase parental involvement and engagement

- Host a mid-summer orientation for incoming 9th grade families and a fall back-to-school orientation for all families to review all relevant policies, procedures; to receive our yearly school handbook; and to gain all current phone numbers and emails.
- Do full outreach at beginning of year to every family to welcome them and to gain current contact information.
- Regularly host events/activities/shows during our 3 X yearly Parent-Teacher Conferences and throughout the school year.
- Encourage meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee.
- Provide and strongly encourage full access to our online Skedula grading data, which provides parents and students real-time reporting of student progress and grades. This feature also allows our parents to email teachers and staff via our BCAM email system.
- Write to our families at minimum of 8 times/year (principal letter/mailler) which updates parents on important information.
- For each of our 3 quarterly parent conferences, our parent coordinator and office aide calls every single family home to provide a personal invitation and every advisor calls his/her advisee families to confirm attendance. We also send reminder postcards

home.

- Regularly update our school website, which is designed to keep parents informed about school activities, student progress and our school calendar of important dates.
- Provide 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;

Budget and resource alignment

- Indicate your school's Title I status: X 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 IA X Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Priority Funding for this goal and its Tenets is OTPS to support postage and mailing of family letters, mid-quarter progress reports, and quarterly report cards.

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	<ul style="list-style-type: none"> • Two of our four 9th grade, and two of four 10th grade English cohorts are split into smaller groups, with the IEP students receiving small group English instruction from Special Educ. Teacher while rest remain with the Gen. Ed. Teacher. The other 2 cohorts receive CTT English instruction. • Our 9th grade students take an additional 2-day-a-week course called Literacy Success, which is a literacy and literature intensive course. This results in 6 periods a week of English. • 9th graders and 10th graders identified as multiple grades below grade level in English, as well as our ELL students, utilize Reading Horizons Reading Program to improve literacy and skills. • In 9th-11th grades, our students with special needs receive ICT instruction in their English classes • Our seminar courses target below level students to gain additional intervention literacy 3 times/week. • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the English Regent exam. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school

Mathematics	<ul style="list-style-type: none"> • Our 9th-11th grade students with special needs receive CTT Math instruction. • Two 9th grade groups of students fair below grade level receive small group instruction as their primary math instruction • A mixed group of 10th/11th grades receive remedial small group instruction as their primary math instruction • A small group of 12th grade receive remedial small group instruction as their math instruction • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Mathematics Regent exams. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
Science	<ul style="list-style-type: none"> • Our students with special needs receive ICT instruction in 9th-11th grades in their Science classes • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Science Regent exams. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
Social Studies	<ul style="list-style-type: none"> • Our 9th -11th grade students with special needs receive instruction with an assigned ICT teacher in History classes • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the History Regent exams. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
At-risk services (e.g.	<ul style="list-style-type: none"> • For all four grades Guidance Counselors enter grade data directly into High School Scheduling and Transcripts (HSST) database on a 4 cycle system to generate student 	Small group, one-to-one	Before school, during the school day, after school

<p>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>transcripts.</p> <ul style="list-style-type: none"> • Guidance Counselors provide the opportunity through Advisory groups for students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR). • Further 1:1 conferences are offered for students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. G • Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school. • Guidance Counselors and Administration meet with families of students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention. • Our School Psychologist is part of the Campus 117 School-Based Support Team (SBST) and supports the four schools with students with special needs through Individualized Education Program (IEP) triennial meetings where the student, family, and school personnel provide written feedback on the student's progress toward academic goals. • BCAM Social Workers maintain a regular caseload of both mandated students and referrals for students who are in crisis or are at-risk, and convene individual and/or group counseling sessions. • BCAM Social Workers take part in family and/or social service agency meetings to address the needs of students and families who are at-risk and provide referrals/follow through when necessary. • BCAM Social Workers take part in grade team, interdisciplinary Kid Talk and IEP meetings case conferencing regarding students who are at-risk behaviorally and/or academically and follow through with planning student interventions. • BCAM Social Workers also convene mediations for students who are involved in conflict either in school or at 		
--	---	--	--

	<p>home.</p> <ul style="list-style-type: none"> • BCAM Social Workers are also advisors to groups of 10-15 students similar to our teachers and administrative staff. • Our building has a full service medical facility that provides services, counseling and referrals for a variety of at-risk health related issues, including teen sexual activity, pregnancy, disease, abuse, and neglect. We work directly with the office via referrals and collaboration. • BCAM also implements a comprehensive Health curriculum in 9th grade via its partnership with The Peer Health Exchange, and then in grades 10th-12th grade via the DOE Health Core Curriculum. 		
--	---	--	--

HIGHLY QUALIFIED TEACHERS (HQT)

- We attract HQT's through a comprehensive outreach of openings (DOE mechanisms, list-servs, teacher-training programs, colleague networks)
- We engage in a rigorous, multi-step, teacher-led, interview and selection process (group interview, 2 sample teaching lessons, essay requirement on problem of practice, and department-specific interview).
- We retain and nurture HQT's by maintaining a professional and collegial working context that includes: department and grade teams that meet once a week, 2 x yearly one-on-ones with administration, administrative and peer observation/feedback system (BCAM Critical Friends Program), differentiated PD/support experience (monthly workshops, small group specialized PD learning groups, mentor/mentee structures, numerous school-wide leadership and interest-specific opportunities) and a small school environment that values democratic-decision making and teacher leadership.
- We partner with NYC Writing Project to gain support and professional development specific to our school-wide goal of literacy across the curriculum.
- Staff are strongly encouraged and supported to attend external PD's and also to lead/facilitate small group PD's within the school.
- We have a principal, and AP and an AP Intern that support specific grade teams, departments and offices so that no cluster of staff is left unsupported and unaccountable to the larger school goals.
- We expose our staff to the NYC instructional requirements and CCLS enough that they understand them and agree with us integrating these mechanisms more explicitly in our practice.
- We engage staff in inclusive manners in adapting our curricular mechanisms and our own performance tasks in ways that are aligned with NYC requirements;
- We provide individuals, grade teams and departments the modeling, frameworks and support that they need to complete performance tasks and analyze the outcomes in valuable relevant ways.
- We provide adequate reflective and troubleshooting opportunities in order to refine and develop our work.
- We expose our staff to the Danielson Framework enough that they understand it and support us adapting it to our use.
- We provide staff the agency to personally select components from the framework around which they wish to focus and receive feedback; create mechanisms that re consistent and organized that allow staff to utilize their components and gain valuable feedback around them.

THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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-Teacher 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 BCAM's Parent-Teacher Association, as well as parent members of the BCAM's School Leadership Team (SLT), 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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain our Parent Coordinator 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 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;
- 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 our 3 X yearly Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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 8 x yearly written progress and quarterly grade reports that are periodically given to keep parents informed of their children's progress;
- providing full access to our online Skedula class progress data, which provides parents and students real-time reporting of student progress and grades;
- continuing our 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

BCAM, 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 quarter except 4th Quarter (3 X yearly) 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 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 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;
- complete our yearly portfolio requirement and present work at end of year
- strive to achieve the highest possible scores on Regent exams, including at least a 75 on ELA exams and 80 on Math exams;
- strongly consider joining extra-curricular teams, clubs and programs.

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
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 GROLL CHRISTOP/BYAM TERRY	District 13	Borough Brooklyn	School Number 412
School Name BROOKLYN COMMUNITY ARTS AND MEDIA HIGH S			

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

Principal JAMES O'BRIEN	Assistant Principal SAMANTHA EXANTUS
Coach type here	Coach DEBRA FREEMAN, NETWORK
ESL Teacher ANDREEA CALIN	Guidance Counselor BRENDA LYONS
Teacher/Subject Area ADAM MENDOLA /ELA TEACHER	Parent HELEN ORTIZ
Teacher/Subject Area PANAYIOTA THEODOROPOULOS/MATH	Parent Coordinator MONIQUE MAYARD
Related Service Provider	Other ZACK FOSTER/SPANISH TEACHER
Network Leader TERRY BYAM	Other type here

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	0	Number of certified NLA/foreign language teachers	2
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	461	Total Number of ELLs	13	ELLs as share of total student population (%)	2.82%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

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

Upon enrollment, parents whose children are newly registered to the NYC school system are given the Home Language Identification Survey (HLIS) to identify the child's native language. The parents and students are offered, if needed translated versions of the HLIS. If further help is needed the pedagogue or the secretary help fill out the HLIS. During the intake process parents and students who do not speak English are helped by out staff that speak a second language. The Language Battery Assessment (LAB-R) is administered to identify the child as an English Language Learner or English proficient.

Spanish LAB is administered by our ESL teacher, Andreea Calin and the Spanish teacher , Zack Foster to Spanish speaking students who are found to be eligible for services after hand scoring the LAB-R to determine language dominance withing ten days of their initial enrollment. The students whose home language is other than English and are entitled based on the results of the LAB-R testing, remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT.

NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels (beginning, intermediate and advanced levels of ELLs). It is administered once a year in spring. It is the only approved test for measuring LEP students' level of English prficiency. It determines whether or not the students continue to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) by keeping track of their attendance and offer make-up sessions.

The results of the ELLs for NYSESLAT are printed out from the ATS and carefully reviewed by the ESL teacher, Andreea Calin. We run the RLAT and RLER codes in the ATS to ensure that all eligible students are administered the NSYESLAT and receive their mandated hours of ESL service. At the beginning of the school year, the ESL teacher analyzes the students' data and their proficiency levels in the four modalities - reading, speaking, listening and writing - so that the teacher is able to see the ELLs' strengths and weaknesses. The parents of the students who achieve proficiency are informed by being sent the Non-Entitlement/ Transition Letter home by the ESL teacher, Andreea Calin. Those who have not tested out of NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in an ESL compliance binder. 2011 was the first year when these letters have been accomanied by their official NYSESLAT result interpretation.

There is a strong collaboration between our articulation personnel and our certified ESL teacher, Andreea Calin to make sure that all

new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their enrollment. Parents/ guardians of newly admitted ELLs are notified over the phone by Andreea Calin about the ELL Parent Orientation session where they are provided with information and explanations about the ESL services offered here at Brooklyn Community Arts and Media High School. They are also shown the video where program placement options are presented with clarity and objectivity in the appropriate language. The parents/guardians are given the opportunity to ask questions so that they can make an informed placement selection. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services and in-house translations conducted by our bilingual staff. The parents/ guardians are told to read the survey, make their selection and return signed documents.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that 100% of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the program offered at our school is aligned with our 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	3
SIFE	2	ELLs receiving service 4-6	1	Long-Term	4

Number of ELLs by Subgroups

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	2	0	1	0	1	4	0	2	13
Total	8	2	0	1	0	1	4	0	2	13

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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										2	4	1	1	8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										1				1
French												2		2
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	5	4	3	1	13								

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?

Brooklyn Community Arts and Media High School implements a Freestanding English as a Second Language (ESL) pull-out program. The organizational model we implement in pullout setting is homogeneous classes where students are pulled out based on their proficiency levels. The primary goal of this program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher, Andreea Calin and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have 5 ninth graders (4 beginners and 1 advanced students), 4 tenth graders (3 advanced and 1 intermediate), 3 eleventh graders (1 beginner, 1 intermediate and 1 advances students) and 1 twelfth graders who is advanced. Depending on their proficiency levels, they receive from 180 minutes to 540 minutes a week of pullout classes. Our ESL certified teacher Andreea Calin, is an itinerant teacher who also serves the students in Brooklyn Lab School (19K639). Our ELLs are placed in student cohorts with other CTT students. Thus, they participate in Math, English and Science classes that possess the CTT model of 2 teachers collaborating around curriculum and instruction. Further, their History , Art and language classes possess para-professionals that assist core academic teachers. This structure is supervised by our AP, Samantha Exantus who is a trained teacher and administrator of students with special needs. All teachers in the ELA and ESL program are fully certified.

A. Programming and Scheduling Information

The organization of our staff ensures that the mandated number of instructional minutes is provided according to our ELLs proficiency levels in each model as follows: the beginners receive 540 minutes of ESL instruction per week, the intermediate ELLs receive 360 minutes and the advanced students receive 180 minutes of ESL instruction per week as well. All ELLs regardless of their level of proficiency receive ELA classes as well. Native language support is offered through Spanish language classes for the Spanish speaking students and translations of the classwork, handouts, homework for all ELLs. Getting support in their native language will help accelerate the literacy gains in both the native language and English. Our ELLs are given support in their native language by being allowed to use bilingual dictionaries, translations, option of writing their answers in their native language. We have bilingual staff that help the content area teachers to translate their students answers.

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

Collaborative planning between ESL and ELA teachers.

Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.

Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records. Additional group sessions for each grade prior to all state assessments, to focus on literacy and academic language.

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

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasing and synonyms to clarify meaning.

Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Plan for New BCAM ELLs

This year, our newcomer population is the most prevalent. When a new student is registered in our school, we provide the following resources to facilitate the transition.

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

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

Plan for Long Term ELLs

An analysis of their scores on the NYSESLAT, ELA and Math tests suggests that reading and writing are the modalities they struggle most with. Our action plan for this group involves:

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

Plan for ELL-SWDs

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly

A. Programming and Scheduling Information

to the IEP mandates.

- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our elective program.

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

Plan for SIFE

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

- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

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

- Attanasio and Associates Getting Ready for the New NYSESLAT

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	program.			
Social Studies:				
Math:				
Science:				

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

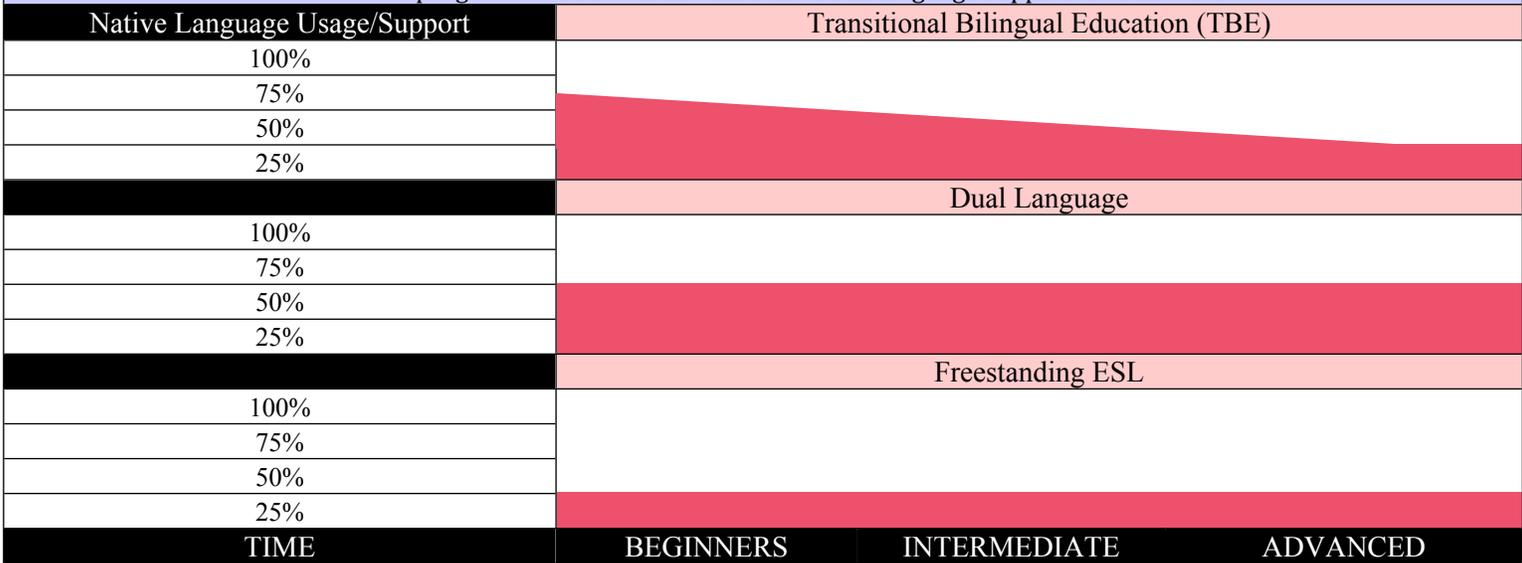
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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.



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?

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

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

Implications for Social Studies:

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

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

Ensure that teachers analyze data to identify the ELLs strengths and weaknesses to drive and differentiate instruction

Monitor the understanding of linguistically challenging materials and use of variety of phrasings and synonyms to clarify meaning.

Scaffold instruction with visuals aids, such as maps, atlases, glossaries and dictionaries to increase comprehension

Provide our Spanish speaking ELLs with a Spanish version of the class textbook.

Implications for Science:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we utilize this year:

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

Provide our Spanish speaking ELLs with a Spanish version of the class textbook/materials or translations for other languages

Ensure that teachers analyze data to identify the ELLs strengths and weaknesses to drive and differentiate instruction.

Ensure that teachers modify assignments , classwork and assessments using online translation tools to modify assignments, classwork and assessments.

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

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

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

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

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

BCAM provides a 2-day summer orientation for all newly enrolled BCAM students, including ELL/LEP students. This orientation includes immediate modeling and experiences in school academic experiences, school culture, and Advisory as well as presentations to students/family about expectations, rules, and school systems. In addition, all newly enrolled students will have to take a pre-assessment test and based on its results are placed in cohorts to target their needs.

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

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

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

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

- Attanasio and Associates Getting Ready for the New NYSESLAT

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

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.

BCAM Staff Development seeks to create ongoing and systematic opportunities for emphasis on the State learning standards and high impact differentiated and academic language development strategies. Our PD program includes: curricular/instructional best practices with the priority on differentiated instruction; summer/winter instructional institutes with our school partner ISA; opportunities for attendance at professional conferences and workshops; once-weekly departmental meetings around department-specific curriculum, instruction, student support; once weekly grade-team meetings around grade-specific curriculum, instruction, student support; a critical-friends structure of peer work together around curriculum, instruction, and students support.

ELL professional development takes place through a number of different methods. The ESL teacher attends the Office for English Language Learners workshops which concentrate on differentiated and academic language development strategies, large conferences, targeted workshops on assessments and ESL strategies, grade meetings etc. In addition, our ESL teacher plans to attend a variety of off-site workshops.

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?

BCAM seeks to provide many opportunities for ELL families, just like all BCAM student families to participate in their student's education. They include: BCAM families required to attend grade conferences 4 times annually; receiving quarterly grade reports 4 times yearly, and mid-quarter progress reports also 4 times for a total of 8 grade reports each year; being encouraged to participate in semesterly academic exhibition presentations; committee participation in form of BCAM School Leadership Team and BCAM Parent-Teacher Association; having full, daily access to our electronic grade and student progress system and website information.

Parental involvement activities address the needs of the parents since they are part of our school community and we work closely together with them toward their children progress and success.

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)										4		1		5
Intermediate(I)											1	1		2
Advanced (A)										1	3	1	1	6
Total	0	0	0	0	0	0	0	0	0	5	4	3	1	13

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
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	1	0	1	0
Integrated Algebra	3	0	1	0
Geometry	1	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	1	0
Physics	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography	2	0	2	0
US History and Government	1	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

Our ELLs are assessed on an ongoing basis with the help of literacy skills, teacher's assessment and observation data to drive teaching goals and instruction. Additionally, NYSESLAT provides us with a great amount of information about out ELLs who are making incremental gains by moving to the next proficiency level or even testing out. During 2010-2011 there were 9 ELLs in all grades; 3 of them tested out and the rest moved from one level of proficiency to another.

After reviewing the NYSESLAT data, the following patterns were revealed:
 the ELLs that scored as beginner on the speaking and listening modalities are beginners as shown by the overall score of the NYSESLAT; thus, more emphasis will be placed on these modalities, especially for beginners and intermediate. The rest of the ELLs scored as advanced and proficient on these modalities.
 the majority of our ELLs who scored as beginners on the reading and writing modalities are beginners as well as shown by their overall

NYSESLAT score: therefore the academic instruction is primarily focused on these skills.

ELLs are making steady gains on the assessment by moving to the next proficiency level in order to become language proficient.

After analyzing the LAB-R data, the following patterns were revealed:

so far we have had 3 newcomers and one tested as a beginner, one as an intermediate and one as advanced.

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

All of the ELLs that have taken different Regents exams have passed them except for two students who failed Algebra and one student who has failed the US Government and History Regents exam.

All of the ELLs that have taken the Regents exams have taken them in English as most of them had intermediate and advanced levels of proficiency, but were given glossaries to use during the exams.

2011-2012 is the first year when we have administered the ELL Periodic Assessments. This kind of assessment is intended to provide detailed information about a student's English language development. It also offers predictions toward the NYSESLAT and is similar in format except that they have no speaking section and contain only multiple-choice questions.

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

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

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

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: <u>Brooklyn Comm Arts and Media</u>		School DBN: <u>412</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JAMES O'BRIEN	Principal		11/28/11
SAMANTHA EXANTUS	Assistant Principal		11/28/11
MONIQUE MAYARD	Parent Coordinator		11/28/11
ANDREEA CALIN	ESL Teacher		11/28/11
HELEN ORTIZ	Parent		11/28/11
ADAM MENDOLA/ELA	Teacher/Subject Area		11/28/11
PANAYIOTA THEODOROPOULOS/ MATH	Teacher/Subject Area		11/28/11
DEBRA FREEMAN	Coach		11/28/11
	Coach		11/28/11
BRENDA LYONS	Guidance Counselor		11/28/11
TERRY BYAM	Network Leader		11/28/11
ZACK FOSTER/ SPANISH TEACHER	Other		11/28/11
	Other		11/28/11
	Other		11/28/11
	Other		11/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K412 **School Name:** Brooklyn Community Arts & Media HS

Cluster: Groll **Network:** 404

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.

Phone calls to families
Meeting families at start-of-school orientations
Outreach via letters
Parent conferences

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.

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

Part B: Strategies and Activities

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.

Our school provides written translation services for all required school documents. We will first create a mechanism to utilize staff and parent volunteers. If this system becomes overly inefficient or problematic, we will switch to the DOE's translation services process.

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.

Our school provides oral interpretation/translation services in-house by school staff, as well as parent volunteers.

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

We will assess and gain translation/interpretation needs via a mailed needs assessment document, as well as providing students the document to take home. In addition, this document will be disseminated to families at our next whole school parent/teacher conference days. Once a clear identification of these services has been made, the committee will identify staff and parent volunteers to take care of verbal and written translation/interpretation requirements listed above. We will further determine if a DOE or outside agency is needed for this mandate.

