



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BROOKLYN SCHOOL FOR GLOBAL STUDIES,
284 BALTIC STREET, BROOKLYN, NY 11201

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

PRINCIPAL: JOSEPH O'BRIEN EMAIL: JOBRIEN17@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joseph O'Brien	*Principal or Designee	
Clare Daley	*UFT Chapter Leader or Designee	
Pamela Bynoe	*PA/PTA President or Designated Co-President	
Kibibi Oyo	DC 37 Representative, if applicable	
Malcolm Lunn Craft Xiomara Rivera	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gregory Markle	Member/Elected UFT	
Michael Carlotto	Member/Elected UFT	
Charlene St. Vil	Member/Elected Parent	
Oswaldo Bajana	Member/Elected Parent	
Rosalyn King	Member/Elected Parent	
Virgenmina Pagan	Member/Elected Parent	
John Fadel	Member/Elected UFT	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry teamwork, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, The Brooklyn School for Global Studies will increase the graduation rate of all students in Cohort O (2013) by 5% from 65% to 71% (56 of 80 students).

Comprehensive needs assessment

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

Based upon data pulled from the 2011-2012 School Progress Report, in which the high school received a “C” in student performance, we determined this grade to be a result of our four-year graduation rate of 65%. We plan to raise this by 5 points to 70%. Additionally, internal roundtable PBAT data reveal that of this year’s seniors (Cohort O), 215 PBAT presentations will be completed in multiple subject areas by August 2013.

Quantitative data in the form of student scholarship reports in grades 6-12 show improvement to a 90% passing rate as of November 2012, yet, qualitative data in the form of classroom observations reveal mixed instruction and areas of ineffective teaching. Untrained staff both in special and general education CTT classes poses developmental concerns to a program which has over 31% of HS and 41% MS with IEPs. Additionally, we feel new staff need time to acclimate to new profession.

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

Instructional strategies/activities

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

Launch a coordinated attendance outreach effort across departments and grades to increase attendance in grades 6-12 so as to raise the amount of students achieving a 65 or higher in core academic classes (September/October, 2012).

Launch a series of teacher effectiveness observation cycles and provide high quality professional development.

Increase teacher use and familiarity of Danielson 2011 rubric by fostering inter-visitation and collegial observations across all subjects.

Raise the number of students passing their classes in Math and ELA with a grade of 65 or higher in grades 6-12 by harnessing the work our faculty is engaged in in their data teams and the data mined from our instructional cabinet meetings to target student deficiencies.

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

Increase the student scholarship of students of the lowest third earning a 3 or higher in ELA and Math examinations in 6th, 7th and 8th grade by integrating professional development in rubrics, the workshop model, CCLS, and test prep. This coaching will aid the content and instructional delivery in the middle school ELA classes

Launch guidance intervention for all at risk students (identified by lowest third designation) via zero period AIS, individual goal setting sessions, and interim progress reports.

Strategies to increase parental involvement

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

Our school will be participating in the inaugural class of the New York City Parent Academy. Our team will include parents, school leadership team members, and our parent coordinator. Through this training, we hope to optimize family-school partnerships.

Our Family Literacy Program will include our parent book club, which will read The Perks of Being a Wallflower, by Stephen Chbosky with the 11th grade ELA classes, and The Bluest Eye, by Toni Morrison with the 10th grade ELA classes. There will also be family activities including our Barnes and Nobles hosted Poetry Slam and The Global Math Game Show during Math Literacy Week.

Parents will be trained to access Edline and ARIS so that they remain informed about student progress.

The Family Room will provide parents access to computers, the parent lending library, and a comfortable meeting space.

PTA Meetings will include workshops on The Common Core Standards, State Testing, Health & Nutrition, College Preparation, Emergency Preparedness, and how to monitor children's activity on Social Media sites. Parent Teacher Conferences will also be used to celebrate student achievement.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

**AIDP (Attendance Improvement/Dropout Prevention) Every Student Every Day
Tax Levy Blueprint Assistance
Contract for Excellence**

Service and program coordination

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

We employ a Lead Teacher, whose salary is supported by Contract for Excellence and Tax Levy.

Tax Levy Blueprint Assistance supports special education consultant.

AIDP Every Student Every Day supports attendance outreach efforts.

Tax Levy Blueprint Assistance supports Extended Day and after school professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase all student scholarship of students passing with a 65 or higher in all core subjects by 5% by June 2013 in each grade level 9-12.

Comprehensive needs assessment

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

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

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

Additionally, based upon the 2010-2012 progress reports and our waiver from NY State, our school still falls under the Coalition of Essential Schools Consortium where our seniors are absolved from science, math, and history Regents exams until 2014-2015. Until that time, student scholarship is worth double on the progress report. It is essential that students pass their classes and accumulate credits toward graduation for our schools success.

Based upon data pulled from the 2011-2012 School Progress Report, in which the high school received a "C" in student performance, we determined this grade to be a result of our four-year graduation rate of 65%. We plan to raise this by 5 points to 70%. Additionally, internal roundtable PBAT data reveal that of this year's seniors (Cohort O), 215 PBAT presentations will be completed in multiple subject areas by August 2013.

Quantitative data in the form of student scholarship reports in grades 6-12 show improvement to a 90% passing rate as of November 2012, yet, qualitative data in the form of classroom observations reveal mixed instruction and areas of ineffective teaching. Untrained staff both in special and general education CTT classes poses developmental concerns to a program which has over 31% of HS and 41% MS with IEPs. Additionally, we feel new staff need time to acclimate to new profession.

Instructional strategies/activities

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

Launch Global Studies observation initiative using rigorous professional development with teachers beginning of year conversations, midyear conversations regarding recommendations and commendations, in tandem with a robust observation cycle (4-6 observations each).

Make data driven Professional Development decisions by formulating a professional development committee led by the instructional lead cadre.

The implementation of an instructional cabinet with lead representatives of each department meet weekly to discuss new initiatives, data inquiry, differentiation, evidence based discourse checks for understanding and family engagement.

Employ outside/inside professional development.

Increase of parent communication by the development of progress reports each semester.

Launch Extended Day/Week Programs to aid in credit accumulation and recovery.

Marking period scholarship conferences with teachers/students to review scholarship and advancement reports.

Parent meetings and guidance conferences to aid in parental awareness.

Establishment of Instructional Cabinet of Teachers and Administrators/Data Inquiry Teams to lead new initiatives in raising student scholarship and family engagement.

Strategies to increase parental involvement

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

Our school will be participating in the inaugural class of the New York City Parent Academy. Through this training, we hope to optimize family-school partnerships.

Our Family Literacy Program will include our parent book club, which will read The Perks of Being a Wallflower, by Stephen Chbosky with the 11th grade ELA classes, and The Bluest Eye, by Toni Morrison with the 10th grade ELA classes.

Parents will be trained to access Edline and ARIS so that they remain informed about student progress.

The Family Room will provide parents access to computers, the parent lending library, and a comfortable meeting space.

PTA Meetings will include workshops on The Common Core Standards, State Testing, Health & Nutrition, College Preparation, Emergency Preparedness, and how to monitor children's activity on Social Media sites.

Budget and resources alignment

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

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

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

If other is selected describe here:

TL Blueprint Assistance

ARRA RTTT (America Recovery and Reinvestment Act) (Race to the Top) Citywide Instructional Expectations

Service and program coordination

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

TL Blueprint Assistance supports after school professional development.

Tax Levy supports Edline and regular progress reports.

TL Blueprint Assistance supports Extended Day.

Data Inquiry Teams – supported by ARRA RTTT Citywide Instructional Expectations.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To integrate Common Core Learning Standard projects into all core courses (ELA, Math, science, history) for all students in grades 6-12 by June 2013.

Comprehensive needs assessment

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

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

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

Quantitative data in the form of student scholarship reports in grades 6-12 show improvement to a 90% passing rate as of November 2012, yet, qualitative data in the form of classroom observations reveal mixed instruction and areas of ineffective teaching. Untrained staff both in special and general education CTT classes poses developmental concerns to a program which has over 31% of HS and 41% MS with IEPs. Additionally, we feel new staff need time to acclimate to new profession.

Based upon observations (informal and formal), teacher team findings, higher level questioning and projects are needed.

Instructional strategies/activities

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

Professional Development in the use of the Common Core Learning Standards Performance Based Assessment (CCLS PBAT) work in ELA and Math grades 6-12 by lead teachers and administration.

Professional development in the process of Depth of Knowledge and the Data Inquiry cycle.

Teacher and student celebrations of exemplary work.

Ongoing coaching provided by Principal, AP, Instructional Lead Teacher, and Instructional Cabinet.

Review of unit plans and curriculum maps to ensure fidelity.

Ongoing observations to tweak teacher practice.

Teacher reflections on how they can improve alignment of CCLS.

CCLS Project Fair in Spring 2013 to celebrate teacher/student CCLS projects.

Strategies to increase parental involvement

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

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

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

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

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

The use of school wide fairs to promote retention from 8th to 9th grade

We will roll out Edline Online Program (access grades/school wide curriculum) to all stakeholders in Spring of 2013

Our school will be participating in the inaugural class of the New York City Parent Academy. Our team will include parents, school leadership team members, and our parent coordinator. Through this training we hope to optimize family-school partnerships.

Our Family Literacy Program will include our parent book club, which will read The Perks of Being a Wallflower, by Stephen Chbosky with the 11th grade ELA classes, and The Bluest Eye, by Toni Morrison with the 10th grade ELA classes. There will also be family activities including our Barnes and Nobles hosted Poetry Slam and The Global Math Game Show during Math Literacy Week.

Parents will be trained to access Edline and ARIS so that they remain informed about student progress.

The Family Room will provide parents access to computers, the parent lending library, and a comfortable meeting space.

PTA Meetings will include workshops on The Common Core Standards, State Testing, Health & Nutrition, College Preparation, Emergency Preparedness, and how to monitor children's activity on Social Media sites.

Budget and resources alignment

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

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

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

If other is selected describe here:

**TL Blueprint Assistance
ARRA RTTT Citywide Expectations**

Service and program coordination

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

The use of our Instructional Cabinet and Data Inquiry teams will lead CCLS project development, implementation, and celebration at our CCLS project fair on 5/15/13.

TL Blueprint Assistance supports professional development.

Title I SWP supports special education consultant.

ARRA RTTT supports data inquiry.

Title I SWP supports Leadership Academy Coach.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, the number of informal observations completed by administration will increase by 5%.

Comprehensive needs assessment

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

As referenced in our Quality Review, the need to address higher ordered questioning, differentiation, evidence based discourse, checks for understanding and family engagement is of paramount concern. By implementing a robust observation schedule, we can ensure teacher foci upon these key areas.

Instructional strategies/activities

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

Launch Global Studies observation initiative using rigorous professional development with teachers beginning of year conversations, midyear conversations regarding recommendations and commendations, in tandem with a robust observation cycle (4-6 observations each).

Make data driven Professional Development decisions by formulating a professional development committee led by the instructional lead cadre.

The implementation of an instructional cabinet with lead representatives of each department meet weekly to discuss new initiatives, data inquiry, differentiation, evidence based discourse, checks for understanding and family engagement.

Employ outside/inside professional development.

Increase of parent communication by the development of progress reports each semester.

Launch Extended Day/Week Programs to aid in credit accumulation and recovery.

Marking period scholarship conferences with teachers/students to review scholarship and advancement reports.

Parent meetings and guidance conferences to aid in parental awareness.

Establishment of Instructional Cabinet of Teachers and Administrators/Data Inquiry Teams to lead new initiatives in raising student scholarship and

family engagement.

Strategies to increase parental involvement

Our school will be participating in the inaugural class of the New York City Parent Academy. Through this training, we hope to optimize family-school partnerships.

Our Family Literacy Program will include our parent book club, which will read The Perks of Being a Wallflower, by Stephen Chbosky with the 11th grade ELA classes, and The Bluest Eye, by Toni Morrison with the 10th grade ELA classes.

Parents will be trained to access Edline and ARIS so that they remain informed about student progress.

The Family Room will provide parents access to computers, the parent lending library, and a comfortable meeting space.

PTA Meetings will include workshops on The Common Core Standards, State Testing, Health & Nutrition, College Preparation, Emergency Preparedness, and how to monitor children’s activity on Social Media sites.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

**AIDP Every Student Every Day
TL Blueprint Assistance
Contract for Excellence**

Service and program coordination

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

**Lead Teacher is supported by Contract for Excellence and Tax Levy.
TL Blueprint Assistance supports special education consultant.
AIDP Every Student Every Day supports attendance outreach efforts.**

TL Blueprint Assistance supports Extended Day and after school professional development.

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	Achieve 3000 PLATO online remediation program Individual goal setting	Small group and one to one tutoring	During the school day
Mathematics	PLATO online remediation program Individual goal setting	Small group and one to one tutoring	During the school day
Science	Individual goal setting/needs assessment Plato online	Small group and one to one tutoring	During the school day
Social Studies	Individual goal setting/needs assessment Plato online	Small group and one to one tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and conflict resolution/mediation	One to one tutoring and small group	During the school day
	Advisories	Small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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

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

- **Teaching opportunities available to all staff**
- **LEAP internships: The LEAP program or Leaders in Educational Apprenticeship Program places teachers who aspire to lead with the Principal to focus upon instruction**
- **Use of the Lead Teacher Suite to exemplify highly qualified instruction**
- **All new teachers will be given release time to visit with other more experienced members of the staff so as to best prepare our seniors for college and their careers**
- **To attract and retain highly qualified teachers we will make teaching/leadership opportunities available for all staff. Utilize LEAP/internships and extend information regarding Leadership Academy opportunities to all staff.**
- **Promote international teaching experiences abroad via programs**
- **Use of the Lead Teacher Suite to exemplify highly qualified instruction and as a place for teachers to learn about current research**
- **We will nurture new teachers by providing release time to visit with other more experienced members of the staff**

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-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 the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 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, with flexible times, such as meetings on the weekends, in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- maintain the "Family Room" with computer access for parents a Parent Resource Area and a Parent lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers through Learning Leaders Program;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and maintaining the school website <https://www.edline.net/pages/BSGS> 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

The Brooklyn School for Global Studies, 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 Brooklyn School for Global Studies and our 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;
- treating all members of the school community with respect;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 parent workshops and meetings at flexible times, including Saturday mornings, evenings 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 through the Learning Leaders Program;
- planning activities for parents during the school year, in addition to Parent-Teacher Conferences where parents can discuss academic expectations and performance with teachers like PBAT information night, Standardized Testing Workshops, grade specific meetings and one on one consultations;

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;
- maintaining the “Family Room” which houses the Parent Coordinator, parent library, parent computer access and Parent Teacher Association and Title 1 Parent workspace;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing parent workshop opportunities (times will be scheduled so that the majority of parents can attend) and online tools such as Skedula;
- sharing and communicating best practices for effective communication, collaboration and partnering will 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;
- maintaining our school website <https://www.edline.net/pages/BSGS> where parents can find up to date information about school events, activities and news;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school every day on time as well as follow the appropriate procedures to inform the school when my child is absent;
- making sure my child is in complete school uniform everyday;
- ensure that my child comes to school ready to learn every day, well rested, with all necessary supplies and with completed homework and assignments;
- assist my child in completing homework tasks, when necessary;
- helping my child work to the best of his/her ability by providing a quiet time and place for him/her to do homework
- encourage my child to read at home
- 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;
- making myself available to my child and the school by providing up to date contact information;
- 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-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.

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 Chris Groll/ William Bonner	District 15	Borough Brooklyn	School Number 429
School Name The Brooklyn School for Global Studies			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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	415	Total Number of ELLs	23	ELLs as share of total student population (%)	5.54%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

6. The program model offered at the Brooklyn School for Global Studies reflects parents request for Freestanding ESL services. Our current Freestanding ESL program is aligned to meet parent requests. However, a TBE program will be created in the middle school

once the school has 15 ELLs in the grade or 2 continuous grades in the same language and in high school if we have 20 ELLs that speak the same language in the same grade, we will then initiate the process of implementing the TBE program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	Total #
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							2	2	2	3	2	2	2	15
Total	0	0	0	0	0	0	2	2	2	3	2	2	2	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	16

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)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	4	1	0	3	0	1	16	0	9	23
Total	4	1	0	3	0	1	16	0	9	23

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

A. Programming and Scheduling Information

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

The ESL teacher collaborates with our ELA teachers and infuses ESL strategies into content area instruction so that students can learn content and receive content credit while simultaneously developing English skills. The ESL teacher works to develop the reading and writing skills that ELLs are often lacking in their second language. ESL is provided by a fully certified ESL teacher. While all instruction takes place in English students are able to research and review materials in their native language to assist them in their learning. Native Language support includes the use of bilingual dictionaries, native language literature, technology enrichment in the native language, and the buddy system.

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

We ensure that appropriate testing accommodation (time extension, separate location, bilingual dictionaries and glossaries, and method of exam presentation and response) is provided for students with an IEP on the Regents and on the NYSESLAT. Separate classrooms are assigned for all Resource and X-coded students. Students who scored Proficient on the NYSESLAT within the last two years also receive test accommodations.

6. Examples of the strategies/materials including technology employed to promote student's skills include the implementation of strands of the Workshop Model for Balanced Literacy, Achieve3000 Differentiate Reading, Destination Math, SMART boards, laptop projectors, Scaffolding strategies; Differentiated Instruction; small group work; and one-to-one tutoring and extended-day support.

A. Programming and Scheduling Information

In order to ensure that English Language Learners meet the State Learning Standards teachers use varied strategies to assist the students in their English language development. Instructional strategies include Read Aloud, Brainstorming, Carousel, Choral and Part-Choral Repetition, Cooperative Learning; Semantic Mapping, Task Rotations based on student multiple learning styles. Vocabulary development and expansion with the utilization of “word walls” and the promotion of critical reading skills is evident in all classrooms. In addition, multiple resources and visual aides are used to assist students. Maps, video clips, primary sources, charts, graphs, and timelines all supplement instruction. Pair/share activities are an essential element of instruction. The strategy of matching a student with a peer who possesses stronger vocabulary skills enables both students to maximize learning.

Computer Assisted Instruction such as the differentiate Achieve3000 Reading Program, Destination Math Program is also used to support ELLs. In addition, teachers implement strands of the Workshop Model for Balanced Literacy, Mobile-Lab, and Smartboards as they differentiate instruction. Classroom (English and Spanish) library in the ESL classroom, portfolios, and technology-based lessons complete the instructional program. ESL, ELA, and Content area teachers engaged in bi-monthly Teacher Team Meetings to discuss and share strategies and techniques. Student engagement will continue to increase at all levels of language instruction as students activate prior knowledge, exercise autonomy, and become independent learners. Students work at the board, engage in interactive SMART Board activities, read from text/board/screen, and engage in paired/group tiered activities and self/peer assessments. Additionally, students engage in problem solving and critical thinking instructional activities.

7. The goal for ELL-SWD students at the Brooklyn School for Global Studies is to ensure equitable standards-based ESL educational services for culturally and linguistically diverse special education students and their families.

Instruction for ELL-SWD includes:

- Use of the Common Core Learning Standards as the base for English as a Second Language English Language Arts and other content area instruction
- Align instruction for ELLs who take standardized assessments with ESL, ELA NYS learning standards and performance indicators.
- Align instruction for ELLs who take alternate assessments with learning standards and performance indicators in ESL and with alternate grade level indicators in ELA and content areas.
- Increase use of multicultural materials and resources
- Use of instructional and adaptive technology
- Ongoing professional development for both ESL and Special Education Teachers regarding the best instructional practices for ELLs and students with disabilities.

Student Entitlement and Achievement Data:

- Ongoing reviews of students’ IEP and ATS data
- Use of Alternative Assessment methods and standardized achievement tests
- Analysis of achievement data

Parent Engagement:

- Orientation sessions
- Oral interpretation, written translation, and dissemination of information materials in the family’s preferred language

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

8. Targeted Intervention Programs for ELLs:

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

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

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

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

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

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

11. N/A

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

We also encourage our students to become independent learners via scaffolded reading and writing workshops. In addition, we have access

to the following programs that will be used both during classroom instruction, as well as after-school during our ninth-period ESL class:

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

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

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

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

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

Periodic Assessments for Beginner, Intermediate and Advanced ELLs will be performed using Scantron Performance Series to highlight their strengths and weaknesses in literacy, ELA and Math. Based upon this data, teachers could then differentiate their instruction in skills such as decoding, inference and recall. Further, teachers could create high interest projects utilizing the power of the Mac OSX operating system and the myriad of creative applications built for teachers embedded in these programs. Some strategies include but are not limited to: Career and college writing preparation, resumes, pod casts, public service announcements, use of historical fiction, non-fiction and poetry, analysis of controlling ideas literary elements, and Journals for student writing revision. Further, iMovie can be used in digital filmmaking of narratives to harness the imagination, creativity and energy of our students when used in conjunction with cooperative, differentiated instruction.

14. Native language support is provided in all classes as our teachers are multilingual and able to support students' learning of L1 and L2 in ESL content area classes. CR-Part 154 mandates that instruction using NLA support be available to all students. Bilingual classroom libraries and dictionaries are available. We will purchase additional classroom libraries to supplement our existing selections. Instruction is aligned with English Language Arts in order to prepare for the ELA state exams. Students are able to transfer their newly acquired skills to English, thereby enabling students to succeed on the ELA state exam. Students participate in the Achieve3000 Spanish web-based program and tailored Spanish Math instruction tailored to meet the student's needs is created through via the Performance Series assessment.

15. All required support services and resources correspond to students' ages and grade levels and proficiency levels. Instructional materials and textbooks and readers are age-appropriate. Since many of our classes are heterogeneous, we ensure that students receive differentiated instruction.

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

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

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

17. At this time, the only foreign language course offered at the Brooklyn School for Global Studies is Spanish. However, we hope to implement Native Language Arts class this upcoming school year.

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.

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

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

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

2. Our staff members make themselves available to all of our students transitioning to both middle school and high school. Our bilingual Guidance Counselors regularly meets with students to discuss any problems that they may encounter in either middle school or high school. Our ESL teacher supports our middle school and high school students with admission essays writing workshops and helps prepare ELLs for high school and/or college. We encourage 8th grade students to visit the high schools that they wish to attend. Global Studies also arranged for 11th and 12th grade college bus trips for students to visit prospective colleges and tour the campus.

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1			1		2
Intermediate(I)								1	5	2	3		2	13
Advanced (A)							3	1		1	2		1	8
Total	0	0	0	0	0	0	3	2	6	3	5	1	3	23

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	4		2	
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

2 & 3.

Review of the LAB-R, NYSESLAT Exam History Report (RLAT) indicates students listening/speaking skills fall behind reading and writing skills. Our students are able to pass the ELA which assesses reading comprehension but do not demonstrate language proficient on the NYSESLAT. NYSESLAT proficiency levels indicate that although students demonstrated improvement in the four modalities, they did not meet the “cut-off” criteria required in order to move-up to the next level. This explains the large number of students who remained on the same level with the largest group of students at the Intermediate Level. In order to address the needs of the students at the Intermediate level, we have purchased web-based programs such as the Vantage My Access writing program and the Achieve3000 reading and writing program. Students will be able to obtain immediate feedback for improvement when submitting their written work and enable the teacher to differentiate instructions for all students at their proficiency level. All teachers will participate in technical training before implementing the programs. We will continue to differentiate instruction via instructional activities that address student learning styles and interests, focus on vocabulary development and reading comprehension skills, and actively engage in parental outreach. Students will be afforded multiple opportunities for success in the classroom via academic interventions before, during, after school.

4. On NYS Assessments, our ELL students scored very well in Mathematics. Out of the ten students tested, six scored between a level 2 and a level 3, and one ELL scored a level 4.

On the ELA Exam, five of the nine students scored a level 2. None of our ELLs scored a level 3 or level 4. In terms of ELL performance on NYS Science Test, both students did not complete the exam due to absences and therefore did not receive a final score. As a result, the data is far too minimal to determine any significant results. Nonetheless, our English Language Learners scored about the same on the Math as the general population at our school with only a small number of ELLs scoring slightly lower than the general population on the ELA exam. According to the data, one newcomer student took the Math exam in his native language (Spanish). ELL Periodic Assessments are used to track our ELL students. School leaders meet with classroom teachers to discuss this data in our one-to-one meetings. During these meeting the school leaders and teachers develop an instructional plan on how to meet the needs of their students.

5. N/A

6. Success of our ELL programs is measured through quantitative data as well as qualitative data. We look at the number of students who moved up one or more levels on their NYSESLAT as well as how many students are passing the NYSESLAT and no longer need ESL services. Classroom observations and 1:1 data conversations with teachers of ELL students help in the evaluation of the instruction and what is being executed in the classroom.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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