



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES

DBN 15K448

PRINCIPAL: ALYCE BARR

EMAIL: ABARR@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
Alyce Barr	*Principal or Designee	
Kelley Wolcott	*UFT Chapter Leader or Designee	
Kieva Washington	*PA/PTA President or Designated Co-President	
Jarett Pelton	Student Representative	
Darlene Laboy	Student Representative	
Amanda Boege	Member/Teacher	
Stephen Simons	Member/Teacher	
Cynthia Fortosa	Member/Parent	
Eddie Edwards	Member/Parent	
Lucia Edwards	Member/Parent	
Robin Hudson	Member/Parent	
Diana Roffman	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

At least 90% of teachers will plan and teach at least two units of study aligned with the Common Core State Standards in which students (including students with disabilities and ELL students) produce high quality Learning Expedition or Case Study products (to present at PBATs, roundtables or other audience). These products will include:

- evidence of reasoning and analysis (linked to CCSS Reading and Writing 1)
- evidence of deep reading and critical responses to a combination of literary and informational texts (Citywide Instructional Expectations)

Comprehensive needs assessment

- Analysis of last year's student PBAT writing, and Roundtable Writing
- Roundtables where teachers present overviews to each other (during PD.)
- Roundtables with colleagues: debrief/self-assessment including student work
- IG coaching and planning notes (linked to Expeditions, Case Studies, and CCSS)
- SD coaching and planning notes (linked to Expeditions, Case Studies, and CCSS)
- Team meeting notes (linked to Expeditions and CCSS I)
- Department meeting notes (linked to CCSS I and looking at student work) also link to PBAT passing rate – quality of work
- Walk-through data from SD-Principal-IG-and Co-Director
- Individual conferences with and observations of teachers from 2011- present

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:

Instructional Guide/Lead Teacher (Vicki Madden) will plan with individual teachers and teams, especially in Social Studies and Science.

All teachers take part in PD survey and individual goal setting to determine this and other needs.

Lead teachers and EL School Designer Meg Riordan plan and lead a weekly Coaching Lunch, Wed: (40 min) to develop Department leaders and support in facilitation / looking at student work protocols.

Leadership Team will conduct walk-throughs, review of lesson plans / curriculum during observations, participating in planning process and creating schedule to support teacher's planning; providing clear and constructive feedback regarding implementation of CC units and plans.

Time Allocated for this work includes:

- Team meetings (lunch 1x per week)
- Teaching CP (1x per week)
- Department meetings (1x per week)
- Department Inquiry Wed afternoons. 2x month
- 6-8 ELA double periods

Key Staff who lead this work:

- Principal
- Assistant Principal
- Lead Teachers
- Department Chairs
- TCRWP staff developers
- EL School Designers

Resources allocated:

- Title 1 and CFE unding for PD – EL contract and TCRWP contract
- Lead Teachers

Comp Time for Department Chairs

Strategies to increase parental involvement

- Common Core goals presented during annual Back to School Night
- Parents invited to participate in students roundtables and PBAT panels
- PD plans discussed with parents at PTA meetings.

Budget and resources alignment

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

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

If other is selected describe here:
CFE for Professional Development

Service and program coordination

Work toward this goal is supported by TL FSF (funding for staff), Title 1 School Wide Programs, and CFE for professional development using the research based strategies in Expeditionary Learning and TC Reading and Writing Project.

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

Between September and June, at least 80% of students 6-12 will create high quality Expedition or Case Study products (to present at PBATs, roundtables or other audience) that include the following:

- evidence of reasoning and analysis (linked to CCSS Reading and Writing 1)
- evidence of deep reading and critical responses to a combination of literary and informational texts (Citywide Instructional Expectations)

At least 80% of students will demonstrate the ability to use clear and relevant evidence to support their assertions in essays aligned to the expectations of the Common Core Learning Standards (CCLS).

--In English, Social Studies, and Science, at least two of the units will include Common Core aligned writing units in which students state and support claims with evidence. (Expedition and Case Study products)

--All students with at least 80% attendance will earn a minimum grade of 70% on evidence of reasoning and analysis (linked to CCSS Reading and Writing 1) on an Expedition or Case Study product described above.

Comprehensive needs assessment

- NYC School Survey results will reflect that at least 44% of students agree that their teachers asked them to “complete an essay or project where you had to use evidence to defend your own opinion or ideas” 5 times or more (up from 39% last year). This also indicates a need for a significant increase in essay and project writing identified by students.
- Sample student essays showing growth from fall to spring and representing a range of performance levels across the common rubric.

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:
 - In departmental Inquiry Groups and other professional development sessions and about Common Core-aligned, evidence-based essay-writing units (including grading these essays using common rubrics), teachers will collaboratively plan, evaluate, and revise writing units that develop students’ capacity in the targeted areas.
 - All English, science, and social studies teachers will implement two of these writing units to their students by June 2013.
 - All teachers take part in PD survey and individual goal setting to determine this and other needs.

Instructional Guide (will plan with individual teachers and teams, especially in Social Studies and Science.

Lead teachers and EL School Designer Meg Riordan plan and lead a weekly Coaching Lunch, Wed: (40 min) to develop Department leaders and support in facilitation / looking at student work protocols.

Leadership Team will conduct walk-throughs, review of lesson plans / curriculum during observations, participating in planning process and creating schedule to support teacher’s planning; providing clear and constructive feedback regarding implementation of CC units and plans.

Time Allocated for this work includes:

- Team meetings (lunch 1x per week)

- Teaching CP (1x per week)
- Department meetings (1x per week)
- Department Inquiry Wed afternoons. 2x month
- 6-8 ELA double periods

Key Staff who lead this work:

- Principal
- Assistant Principal
- Lead Teachers
- Department Chairs
- TCRWP staff developers
- EL School Designers

Resources allocated:

- Title 1 funding for PD – EL contract and TCRWP contract
- Lead Teachers
- Comp Time for Department Chairs

Strategies to increase parental involvement

- Parents are invited to participate in PBAT and Round –table panels.
- Students share products with parents as they present work and grades in semi-annual Student-Led Conferences.
- Workshop for parents on “What is a PBAT?” and how students prepare over first 5 years for PBAT writing, i.e. essays, defense of ideas, identification of counter-arguments, research strategies.

Budget and resources alignment

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

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

If other is selected describe here:

CFE

Service and program coordination

Work toward this goal is supported by TL FSF (funding for staff), Title 1 School Wide Programs, and CFE for professional development using the research based strategies in Expeditionary Learning and TC Reading and Writing Project. Funding for Students in Temporary Housing, and anticipated NCLB funding for the support of transfer students provides additional resources for those students.

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

At least 80% of teachers will use consistent practices across grades and disciplines to design and deliver coherent instruction in order to maximize every minute of class-time with rich, productive work as measured through observations, walkthroughs and teacher self-assessments.

Rationale: As Expeditionary Learning promotes, lessons are the “building blocks” of curricular structures; at BCS, we see a need for increasing shared lesson design elements / instructional practices across classrooms in order to support students’ learning. Some Expeditionary Learning practices include posting quality learning target with agenda, checking for understanding throughout class and during closure, and discussion protocols.

Citywide Expectations/Danielson: Use of structured discussion protocols, good questioning strategies, and research-based teaching of vocabulary.

Comprehensive needs assessment

Need for this goal was determined by data from prior year’s observations by AP and Principal, discussions with staff regarding goal setting for improved practices related to Expeditionary Learning (the central design of the school) and data collected by the Expeditionary Learning Instructional Guide, Lead Teachers, and Expeditionary Learning School Designer.

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:
 - Leadership Team will conduct and debrief frequent walk-throughs to identify PD, mentorship needs, goal (at least once a week).
 - Lead teachers will create cycles of coaching and working with Principal, AP and EL School Designers to support teachers, mentors, and each other in fulfilling professional growth goals.
 - Pedagogical Leadership Team: (Department Chairs, Principal, AP, and Lead Teachers) will meet weekly to discuss curriculum, planning, and teachers support.
 - Coaching Support with Meg, Aurora (Vicki, Amanda, Karmela)
 - Lead teachers will plan and conduct meetings to support all teachers new to BCS.
 - One Lead Teacher will offer explicit ICT partnership support, focus on differentiation and effective ICT collaboration.
 - Teachers new to BCS will meet once a week with Lead Teachers.
 - Selected teachers will take part in an EL Differentiation Institute and EL Site Seminar and present relevant material to other staff.
 - School designer will meet with Lead Teachers and other Coaches about *Quiet Leadership* and supporting staff to improve instruction.
 - School designer and Lead Teachers will plan inter-visits to other EL schools for identified groups of teachers (WHEELS, MELS, Marsh) with focus on classroom structures, differentiation, and Expeditions / Case Studies.

Resources allocated:

- Title 1 funding for PD – EL contract and TCRWP contract
- Lead Teachers
- Comp Time for Department Chairs

Strategies to increase parental involvement

Discussion of EL practices in principal’s report presented at PTA meetings. EL Parent workshop.

Budget and resources alignment

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

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

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

If other is selected describe here:
CFE funds support professional development.

Service and program coordination

Work toward this goal is supported by TL FSF (funding for staff), Title 1 School Wide Programs, and CFE for professional development using the research based strategies in Expeditionary Learning and TC Reading and Writing Project. Funding for Students in Temporary Housing, and anticipated NCLB funding for the support of transfer students provides additional resources for those students.

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

Improve teacher effectiveness by providing at least 80% of teachers from September to June with at least 2-3 cycles of formative observation feedback, including next steps that demonstrate teachers' development in areas in which feedback was provided (evidence that feedback was effective in impacting on teachers' classroom practice).

Comprehensive needs assessment

Need for this goal was determined by data from prior year's observations by AP and Principal (including identified lack of named consistent practices), discussions with staff regarding goal setting for improved practices related to Expeditionary Learning (the central design of the school) and data collected by the Expeditionary Learning Instructional Guide, Lead Teachers, and Expeditionary Learning School Designer.

Instructional strategies/activities

During fall individual meetings with teachers and Principal or AP, set goals for professional growth and to identify specific lenses for observation and feedback. School leaders set up and follow a schedule for teacher observation and formative feedback aligned to practices described in EL Work Plan.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:
CFE funds support professional development.

Service and program coordination

Work toward this goal is supported by TL FSF (funding for staff), Title 1 School Wide Programs, and CFE for professional development using the research based strategies in Expeditionary Learning and TC Reading and Writing Project, and the Danielson Framework.

ANNUAL GOAL #5 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 #5

At least 90% of classes at BCS will show consistent school-wide and classroom norms to reinforce the school character traits and establish classroom culture focused on responsibility for learning, compassionate behavior, and positive student leadership. (School Traits: kindness, open-mindedness, courage, responsibility, and persistence)

Comprehensive needs assessment

- Learning environment survey questions regarding school culture, tone, and safety.
- 2011-12 OORS summary.
- Staff meeting notes, including minutes from School Culture and Character Committee, formed in semester two, 2011-12.
- 60% or more teachers will report (with responses of agree or strongly agree on the Learning Environment Survey) "getting the help they need with behavior problems."

--Number of Principal's Suspension will decrease by 2% (n=156 in 2011-12) from the last school year.

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: .
 - Support newly established role of Director of Culture and Character (DCC) with regular feedback from Principal and AP, and opportunities for professional development.
 - Crew leaders (advisors) will facilitate at least one restorative circle per week.
 - Program and support teacher per grade as Grade Team Leader to coordinate with other teacher and support students with behavioral issues. DCC, Grade Team Leaders, and Lead Teachers, AP, and Principal meet weekly to discuss behavior structures.
 - Establish regular family events, i.e. Family Game Nights
 - Guidance Team, DCC, AP, and Principal meet weekly to discuss students with social, emotional, behavior, or family problems.
 - Culture and Character Committee will refine school-wide rules and procedures incorporating material from EL, inter-visitations and Restorative Practices PD.
 - School leaders emphasize and reinforce relevant rules and procedures throughout school year.
 - Collaborate with OSYD and Educators for Social Responsibility to ensure that 65% of the staff is trained in Restorative Practices by June 2013.
 - Collaborate with OSYD on Mentoring for Real Grant.
 - Plan and implement systems that recognize positive student behavior, i.e. kindness bulletin board and affirmations at Town Halls.
 - Every teacher collects Habits of Work and Learning (HOWLs) Data for every student in his/her classes. HOWLs are included in grade calculation.

Resources Allocated:

TL funds for DCC, missed prep coverage for GTLs

Strategies to increase parental involvement

- Increased parent contact by Crew Leaders, as determined by Culture and Character Committee
- Reinforcement and acknowledgement of positive student behavior by celebrating students and their parents at luncheons and PTA meetings (honor roll, high conduct grades,

excellent attendance)

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:

Mentoring For Real Grant - OSYD

Service and program coordination

Work toward this goal is supported by TL FSF (funding for staff), Title 1 School Wide Programs, and CFE for professional development using the research based strategies in Expeditionary Learning, Morningside Center, and coordination with staff from Partnership with Children and OSYD funded by the Mentoring for Real Grant. Anticipated NCLB funds will provide support to transfer students and funds designated for students in temporary housing will offer additional material aid to those children.

ACADEMIC INTERVENTION SERVICES (AIS)

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	1) Period 9 small workshop; 2) Regents/RCT prep Tutoring 3) Crew study support	1) Small group 2) One-to-One	1) After school 2) During school day
Mathematics	1) Period 9 small workshop 2) Crew study support	1) Small group 2) One-to-One	1) After school 2) During school day
Science	1) Period 9 small workshop 2) Crew study support	1) Small group 2) One-to-One	1) After school 2) During school day
Social Studies	1) Period 9 small workshop 2) Crew study support	1) Small group 2) One-to-One	1) After school 2) During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk individual and group counseling by guidance counselor, guidance interns, SAPIS counselor, social worker, dean	1) Small group 2) One-to-One	1) After school 2) During 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.

BCS staff members are offered comprehensive professional development and support through our affiliations with Expeditionary Learning, the Teachers College Reading and Writing Project, Teaching Residents at Teachers College, Morningside Center and Big History. This support and development increase teacher capacity and quality. As well, our partnerships with the above organizations provide us with highly qualified candidates when we have openings for new staff. The principal collaborates closely with the DOE office of Teacher Recruitments in searching for new 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 Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support all parents including men in asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting Student-led 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 additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to or with my child and/or discuss what my child is reading each day, making sure that my child is doing at least 45 minutes of daily reading at home
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school and DOE rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 type here	District 00	Borough select one	School Number 000
School Name type here			

B. Language Allocation Policy Team Composition

Principal type here	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school		Total Number of ELLs		ELLs as share of total student population (%)	%
------------------------------------	--	----------------------	--	---	--

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. [🔗](#)

Paste response to questions 1-6 here

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

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

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

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

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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:

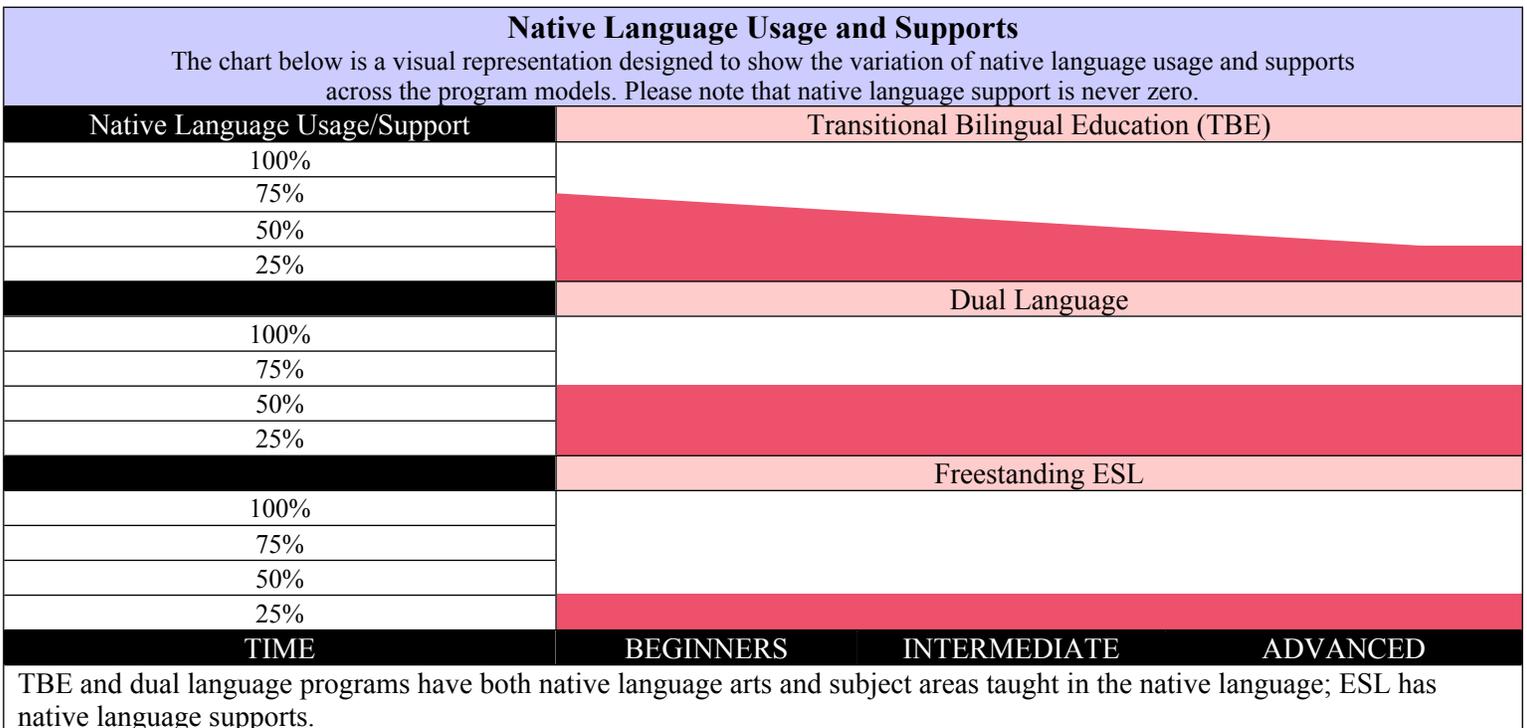
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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?

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

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?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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: 15k448 School Name: BCS

Cluster: _____ Network: 102

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

Part A: Needs Assessment Findings

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

We use the Home Language Survey and self-disclosure. Because we have student-led conferences, we ask the students in advance to tell us what languages their parents speak. Furthermore, our Parent Coordinator, Tracey Pinkard, sends the Parents' Preferred Language Form to families who speak other languages than English. The data from these returned forms is inputted into ATS, added to our Student Emergency Cards and included in our ELL Information Binder. Our Parent Coordinator insures that our most important communication with our ELL families is translated into the preferred language in a timely manner.

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.

Eight BCS families have indicated a preference to receive school related correspondence in Spanish. Subsequently, a memo was sent to all school staff relaying this information and identifying the eight families who have indicated a preference for written and oral communication in Spanish. The memo explained how staff members will insure that all communication is translated for these families and that a translator must be present at all meetings involving these families. The memo advised staff members to contact the Parent Coordinator to arrange for written and oral translation.

Twenty- eight additional BCS families have requested oral interpretation during Parent-Teacher-Student conferences. Four requests were for Cantonese oral interpretation, one request was for Sign Language and twenty-three requests were for Spanish translation. Several weeks prior to conferences, a memo was sent out to school staff requesting volunteers to assist with oral translation during Parent-Teacher-Student conferences. Our large in-house bilingual staff was able to accommodate all parental requests.

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.

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

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

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

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

BCS families have received a copy of "Parent Bill of Rights Guide to NYC Schools" in their preferred language as well as English, in order for them to be aware of their rights regarding translation and interpretation services. Furthermore, in our Main Office, which all visitors go through, we have signage which describes the languages spoken in the school by staff and which languages parents can have translated materials in (the eight DOE languages). Lunch forms and health forms are provided in the home language of the student. Suspension conferences and other disciplinary measures as well as all Special Education conferences are conducted in the parent's language by bilingual school staff. We have simultaneous translation into Spanish during our PTA meetings.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: BCS	DBN: 15k448
Cluster Leader: Corinne Rello Anselmi	Network Leader: Alison Sheehan
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Since this is only the 3rd year that Brooklyn School for Collaborative Studies has received Title III funding, we have put much thought into establishing a program that matches the needs of our learners. Because we have experienced an influx of newcomers within the recent past, we need to provide these ELLs with extra time for English listening and speaking. Furthermore, we have studied the 2012 NYSESLAT Modality Report and gleaned that our intermediate and advanced ELLs need to improve in the area of writing, as well as meet state achievement standards. To these ends, we have structured our Title III after school program to meet the specific needs of this diverse group of learners.

Our aim is to increase the English language proficiency of our ELLs by offering an after school program that gives students extended time for speaking and listening activities in English, as well as project-based hands-on activities in video inquiry, that develop collaboration in English in authentic problem-solving situations and lead to improved critical thinking and literacy skills.

Our academically vigorous standards-based instruction, which focuses on scientifically based methodologies, will utilize a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Our ELLs will be provided with instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding-modeling, bridging, contextualization, schema building, text representation and meta cognition-will be evident in our Title III classes. Furthermore, our ELLs will experience strategies and discussion protocols for engaging in accountable talk.

Our two Title III classes will meet on Tuesdays and Thursdays for 12 weeks, excluding holidays and vacations, from January 8, 2013 through April 18, 2013. Students will be grouped based on grade levels, 6-8 and 9-12, and instruction will be differentiated based on specific academic and language development needs. Each session will run from 4 PM to 5:30 PM. Our two after school classes will be taught by two ESL teachers, one social studies teacher and one math teacher in a team-teaching format. The ESL/Social Studies class and, respectively, the ESL/Math class will address ELLs linguistic and academic content area needs via the development of the four language skills in the context of the content areas.

Instructional materials to support our program will be purchased. This includes Rosetta Stone for our newcomers and accompanying headphones with microphones, a flip camera for our collaborative group inquiry video projects, as well as other materials, including social studies and math content area books in Spanish, French, Chinese, Bengali and Arabic, bilingual dictionaries and writing supplies. The classes will be taught in English. The bilingual materials, used as additional support to ELLs in the after school program, will supplement the English materials that are already available to our ELLs. The 12 week program will end with a culminating activity for students and parents, a trip to Chinatown. The rationale is to extend the learning in the ESL/Social Studies class, on the NYC ethnic neighborhoods unit, via a visit to Chinatown landmarks.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development is an essential component of our academic success at BCS. Our Title III ESL teachers, both experienced QTEL participants, attend the annual Bank Street Graduate School of Education Language Series, citywide conferences on ELL instruction and strategies and other appropriate professional development opportunities as they are offered throughout the school year. With the assistance of Assistant Principal, Scill Chan, also a QTEL participant, our two ESL teachers conduct professional development workshops for classroom teachers at our school during Professional Development Days and Weekly Common Planning from September to June to share best practices and instructional strategies to meet the needs of our ELLs. These services are at no cost to Title III. Among the topics addressed are:

- Second Language Acquisition
- Scaffolding for ELLs
- Vocabulary Development and Language Structure for ELLs
- Focusing on Academic Vocabulary for ELLs
- Differentiating Instruction for ELLs
- Looking at the Writing of ELLs
- Understanding the NYSESLAT-Assessment Regulations for ELLs

In addition, one Title III content area teacher will attend the QTEL professional development series during February 2013 in order to enhance instruction in the Title III and core program, via scaffolding of content area learning.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: To further extend good learning practices at home for our ELLs, we will offer four 2 hour classes to parents of ELLs during the spring. These classes will take place on Tuesday evenings from 6-8 PM on 4/9/13, 4/30/13, 5/7/13 and 5/14/13. In these classes, provided by our ESL teacher, parents will receive Rosetta Stone access to augment their learning of English. In addition, parents will obtain information on topics of interest regarding the education of their ELL children, including the following: Accessing Resources for ELL Families in the Community, Standards and Assessment for ELLs, Homework Help, and Supporting Your Child's Learning in the Title III Program. We anticipate that 20 parents will attend these evening events. Furthermore, the ESL teacher will provide information and translated materials to parents. Parents will be notified of all these activities through translated flyers that will be sent home with students.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	