



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROWNSVILLE COLLABORATIVE MIDDLE SCHOOL

DBN (i.e. 01M001): 23K363

Principal: STACEY WALSH

Principal Email: SWALSH3@SCHOOLS.NYC.GOV

Superintendent: MAURICIERE DEGOVIA

Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Stacey Walsh	*Principal or Designee	
Ualin Smith	*UFT Chapter Leader or Designee	
Sherita Scott-Boston	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Amy Aruch	Member/ UFT	
Debra Nimmons	Member/ UFT	
Nyesha Shade	Member/ CSA	
Curllet Charles	Member/ Parent	
Crystal Smith	Member/ Parent	
Yolande Jack-Scotland	Member/ Parent	
Nykea Grey	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 50% of students will demonstrate the ability to use clear and relevant evidence to support their assertions in essays aligned to the expectations of the Common Core Learning Standards (CCLS).

Comprehensive Needs Assessment

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

In 2012-13, with the citywide implementation of the new CCLS and CCLS-aligned standardized tests, approximately 65% of our students scored a level 1 on the 2012 standardized ELA exam. School-based assessments reveal that approximately 12% of our students demonstrate proficiency in using relevant evidence to support claims. These numbers dictate the need for a strong and targeted literacy program that teaches students the valuable skill of identifying relevant evidence and presenting that evidence clearly and cohesively to support claims/assertions in writing. This goal focuses on writing as the medium in which to develop and hone these skills in our students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Professional Development** – Teachers will administer a Common Core-aligned baseline writing assessment (MOSL) in the fall to determine gaps around using relevant evidence to support assertions and inform planning. A final assessment will be administered in May 2014 to identify individual student progress toward meeting the standard. BCMS will participate in the MSQI and use that program to support proficiency in writing (in this case, supporting claims with relevant evidence). Social Studies teacher & 7th Grade ELA teacher will attend external Hochman PD on writing and turnkey to staff. Cambridge Education will provide ongoing PD to staff to support assessments and curriculum planning
- 2. Assessment-Driven Instruction** – Teachers will collaborate around the grading of the baseline assessments to norm what they see. Teachers will have one period of common planning each week and additional per session opportunities to engage in looking together at student work (LTaSW), identifying gaps in the instructional core, and using data to inform decisions ELA teachers will collaboratively assess the quality of student work that comes out of the implementation of CCLS-aligned units. An MSQI committee, consisting of ELA teachers and ICT teachers, will collaboratively assess the quality of student work that comes out of the implementation of the weekly units and track progress toward meeting the standard.
- 3. Targeted Intervention** – All BCMS students will have access and one period per week embedded in their schedules for Study Island ELA program. After-school academic programs will support targeted overage students as well as students who exhibit through data collected a need for extra support with test preparation in reading and writing strategies. School will implement a Saturday Academy Program; program will target overage students as well as students who exhibit through data collected a need for extra support with test preparation strategies in reading and writing.

B. Key personnel and other resources used to implement each strategy/activity

1. Testing Coordinator, Administrators, MSQI liaison, Network ELA Specialist, BCMS teaching staff, MSQI program, formative assessments, summative assessments, embedded planning time, Wednesday PD, Cambridge Education
2. Teachers, Administrators, data specialist, network coaches, MSQI and Cambridge coaches.
3. Teachers, Administrators, supplemental instructional materials.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional development artifacts, teacher work products, student work.
2. Student work, teacher team notes, reflection on student work, planning notes from weekly units.
3. Student programs, Study Island records, attendance and student work from after school and Saturday academy.

D. Timeline for implementation and completion including start and end dates

1. Professional development with Network and Cambridge began in July 2013 and will run throughout the school year, ending June 2014
2. Assessment calendar - Benchmark fall 2013; Winter January 2014, Spring March 2014, ELA Standardized test April 2014, final May 2014
3. During the day intervention will begin in September 2013 and end June 2014, Saturday Academy will run from January to April 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I funds Cambridge Education for ongoing PD and classroom coaching support around assessment practices and the creation of CCLS-aligned formative assessments, common formative assessments, and curriculum planning. Tax Levy and Title I funds will pay for staff per session opportunities around curriculum planning and scoring of assessments (MOSL, Benchmark, CFA). 7th grade ELA teacher will attend Hochman Basic Writing PD funded by Title I HQ funds. MSQI liaison and MSQI Scoring Team will receive per session for scoring of student argumentative writing MSQI funds
2. Teacher will engage in one period and one 90 minute staff professional development session weekly to look at student work and collaboratively use data to inform instructional and classroom decisions. ARRA RTTT funds data specialist.
3. Teachers will have per session opportunities to support struggling students with meeting the standard in writing argumentative essays using Title I funds. TL OTPS funds will be used for supplies and parent outreach. Title 3 funds translation and interpretation services.

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
MSQI funding											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, teachers at BCMS will improve by one performance level in their pedagogical effectiveness as measured by the Danielson framework in 2 of the 3 focus competencies through administration's providing of meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

Comprehensive Needs Assessment

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

With 9 new to DOE teachers and 4 experienced yet not-yet-masterful teachers (out of a total of 13 classroom teachers), it is imperative that administration engages in frequent classroom visits and feedback sessions. With an overage student population of approximately 25%, 99% Title I student eligibility, 38 holdover/repeat holdovers, and some students who exhibit varying levels of disengagement from their education, it is imperative that BCMS teachers effectively engage students in their educational lives by presenting them with rigorous and relevant curriculum, employing sound assessment practices that accelerate their learning and achievement, and ensuring that instruction is delivered in an engaging and authentic manner. In order to support teachers with increasing their pedagogical effectiveness, administration will perform short, frequent cycles of observations and provide teachers with targeted feedback and support around the Danielson Framework for Teacher Effectiveness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Observation & Feedback** – In addition to observations as required by the NYS Teacher Evaluation system, the principal and assistant principal will visit each

teacher's classroom frequently over the course of the year and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected focus competencies – 1e, 3b, 3d.

2. **Collaborative Reflection** – In addition to Initial Planning Conferences (IPCs), administrators will conduct a mid-year check-in with each staff member to calibrate progress towards individual improvement in practice. Formative feedback will be provided within one week after 75% of observations.
3. **Professional Development** around Danielson Framework for Teaching and Advance Teacher Evaluation System to develop shared norms for engaging in feedback conversations.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, teachers, TE School Team
2. Administration, teachers, TE School Team
3. Administration, teachers, Network specialists, TE Network Support, TE School Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of teachers will be observed at least 2 times by December break. Observation feedback will be shared with teachers within one week of observation.
2. Mid-year check in will occur with each staff member in January to identify growth patterns in teachers. Quarterly data chats will occur with individual teachers.
3. 100% of teachers will engage in PD around Danielson Framework for Teaching throughout the year at Wednesday PD cycles; competencies of focus will be unpacked and highly effective practices as they align with the mission and vision of BCMS will be identified and supported through coaching and PD throughout the year.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. July 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. TL and T1A funds staff salaries and per session if needed.
2. TL and T1A funds staff salaries and per session if needed.
3. Tax Levy and Title I funds will be used to fund per session for teachers around the Danielson Framework for Teaching and external PDs around the Advance Teacher Effectiveness system provided by Central DOE.

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).

Through the SLT and PTA executive committee, parents will be kept informed of the school's commitment to teacher effectiveness and improved practice collectively and individually

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of teacher will implement units of study aligned to the Common Core Learning Standards (CCLS) and infused with UDL principles in response to student learning needs.

Comprehensive Needs Assessment

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

In 2012-13, approximately 60% of our students scored a level 1 on the 2013 ELA and Math exams. This data speaks to the need for BCMS teachers to increase student achievement through the effective implementation of the CCLS and ensure that curriculum and instruction is CCLS-aligned, rigorous, and relevant.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Collaboration** – ELA and Math teacher teams will design units that are CCLS-aligned and that incorporate the principles of Universal Design for Learning. Other content area teacher teams (Social Studies, Science, Health, and French language) will incorporate CCLS Literacy Standards into their curriculum as appropriate. All content area teachers will participate in weekly department planning meetings during their common planning blocks and will work on unit/lesson design, with support from school-based coach, administrators, and network coaches. Department teams will examine student work from beginning of year assessments to understand gaps in student knowledge or skill; and to inform the design of their instructional units. During these meetings, department teams will explore curriculum units and engage in a structured protocol to ensure alignment with the Common Core Standards. School leadership will meet weekly with teacher leaders and school-based coach and join team meetings on a regular basis.
2. **Professional development** – Job-embedded coaching will be provided by network instructional specialists and Cambridge Education Associates. Cambridge Education will support PD around CCLS-aligned curriculum and assessments; Summer PD, Election Day PD, December PD, monthly PD and classroom coaching from January through June
3. **Using data to inform planning** – BCMS teachers will use student data and outcomes to inform curricular and classroom decisions and will collaborate around consistencies across classrooms with respect to CCLS-alignment of curriculum as they relate to increased student achievement. Teachers will collaboratively assess the quality of student work that comes out of the implementation of units.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, teacher teams, Network Instructional Specialist,
2. Administration, teacher teams, Network Instructional Specialist, Cambridge Education
3. Administration, teacher teams, Network Instructional Specialist, Data Specialist

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Wednesday PD cycles to support and evaluate instructional core. By April 2014, all teachers will have submitted 1 completed unit of study as an artifact for teacher evaluation.
2. Professional development artifacts, curriculum drafts and final products.
3. Teacher and administrator notes, analysis of student work.

D. Timeline for implementation and completion including start and end dates

1. BCMS began planning in July of 2013 and will continue to meet on a weekly basis to plan together until June 2014.
2. Cambridge and Network PD began in the Summer of 2013 and will continue throughout the year.
3. Data chats in November, January, March, May to identify teacher understanding of their students as learners

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher team department meeting and intervisitations are embedded into teachers' schedules
2. Wednesday staff PD is embedded into teachers' schedules Common planning weekly for teacher teams. Professional development around aligning units of study, lessons, and assessments to the CCLS will be funded by CIE and Tax Levy funds. Professional publications to support CCLS implementation will be funded by Tax Levy OTPS funds. Cambridge Education services will be funded using Title I funds. Ramapo classroom management consultants will be funded using Title I educational consultant funds
3. Department meetings and planning are built into teacher schedules. TL and T1 funds per session and ARRA RTTT funds data specialist.

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).

- School will offer Open Houses and Curriculum Nights to keep parents informed of school curricula and instruction

- Progress Reports, with narrative comments from teachers will be provided to parents every week
- School will offer workshops for families around the CCLS; parents/guardians and students will work on CCLS-aligned tasks together to understand what is expected of students around the CCLS in ELA and Math
- PTA will identify opportunities in the community for parents/guardians to attend to better their understanding of the CCLS and what they ask of students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	MSQI Achieve 3000 Wilson Just Words	Whole Class Small Group Individualized	School Day After-school
Mathematics	Great Leaps MSQI Basic Skills Review	Whole Class Small Group Individualized	School Day After-school
Science	Science Literacy MSQI	Whole Class Small Group Individualized	School Day After-school
Social Studies	Social Studies Literacy MSQI	Whole Class Small Group Individualized	School Day After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling – individual and small group 6 th Grade guidance classes 1x/week Counseling on an as needed basis Teacher mentors Overage student counseling group Girls Group Boys Group Leadership Group Overage Self-Guided Mentorship PBIS	Whole Class Small Group Individualized	School Day After-school Lunch

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	X	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

Newly hired teachers are supported through three full days of professional development before school opens, during which they learn about the students they will teach and the systems we use to support them in the work. New teacher learn the data systems employed by the school, Instructional Expectations at the State, City, District and school level. Teachers learn the instructional expectations employed through out the school (backwards planning, the Danielson Framework, student-centered instruction, Accountable Talk).

Also, new teachers are assigned a mentor who meets with them two to three times a week. Teacher mentors attend the New Teacher Center Mentor Academy multiple times a year, both during and after school, where they learn skills mentoring, observation, and assessment skills to provide support for teachers in need. This year, we are fortunate to deploy two teachers who are in their second year of service as mentors. And even tenured teachers are invited to benefit from the assistance of a mentor-teacher, upon request.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

BCMS provides teachers with:
 Summer PD around curriculum, school mission and vision, BCMS mentorships, building relationships with students;
 Wednesday early dismissal of students to allow for 90 minutes of staff professional development around CCLS-aligned curriculum planning, assessments, Danielson Framework, and classroom management; MSQI per session 2x/month to support assessing and tracking student writing around making a claim and supporting it with clear and relevant evidence;
 various PDs around co-teaching, instructional moves, student engagement, understanding the developmental patterns of adolescents, professional reading of Teaching with Poverty in Mind

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Allocation of funding streams for specific subgroups is carefully monitored by administration and the Network Support Team. The "intent and purpose" of these funds is clearly delineated to support the special needs of our students who fall under the stated categories, in alignment with the overall investment by the government to educate all of our students. For example, Title I funding designated to support our special education students will provide a supplemental summer program to support students who already benefit from a DoE funded Saturday program, as well as the regular instruction they receive throughout the year. STH funds are integrated with Tax Levy to provide our STH students with school supplies and uniforms. Title 3 funds support translation and interpretation services so that all parent have access to school information in their native language.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

BCMS will utilize funding to support Educational Consultancies and professional development that focuses on the CCLS (aligning curriculum and assessments to the CCLS, creating rigorous and engaging lessons, using data to inform curricular, instructional, and classroom decisions, incorporating technology into instruction) and supporting students socially and emotionally. Teachers will work collaboratively to create assessments for their content area based on the Common Core Learning Standards and the Citywide Instructional Shifts. Teachers will also receive professional development in various methods of formative assessment (provided by Teq, Teaching Matters, Cambridge Education, Ramapo for Children, Network Support Specialists, and academic coordinators, among others) to provide a menu of options for use in their classrooms.

A committee of staff members was established to collaboratively select the school-wide Measures of Student Learning as part of the implementation of the Advance teacher evaluation system. Professional development will be provided by Cambridge Education and an academic coordinator to involve teachers in a norming process related to grading the MOSL pre-assessments. Teachers will collaboratively grade the MOSL pre-assessments of our scholars to provide insight into knowledge gaps and areas in need of focus in our curriculum. Data inquiry sessions will be held during teacher team meetings to analyze the results of pre-assessments and exams following a data analysis protocol. Administration will engage teachers in data chats to support their understanding of their students as learners and in using data to inform decisions.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

In addition to the above, Ramapo for Children consultant/coach will provide twice monthly coaching and once monthly PD for teachers around building relationships and utilizing positive behavior reinforcements. Guidance Counselor will facilitate PD sessions for teachers around mentoring and mentoring curriculum. Students receive 3 periods of extended 60-minute mentorships following curriculum around social skills, positive behaviors, leadership, teamwork, handling stress, and general organization and responsibility skills.

BROWNSVILLE COLLABORATIVE MIDDLE SCHOOL
Parent Involvement Policy (PIP)

Section I: Title I Parent Involvement Policy

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

- providing materials and training to help parents work with their children to improve their achievement level (e.g., Achieve 3000, Math and ELA Workbooks and Technology);
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through various workshops;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (e.g., school messenger, written correspondences)
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school's community.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all

parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family and community Engagement (FACE);

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

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

- Holding an annual Title I Parent Curriculum Conferenced
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting FACE District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- Hosting events to support men asserting leadership in education for their children parents/guardians, grandparents and foster parents;
- Encouraging meaningful parent participation
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

Brownsville Collaborative Middle School is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Brownsville Collaborative Middle School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents are required by the No Child Left Behind (NCLB) Act;
- Provide Arts and Enrichment programs for growth and development
- Provide students with mentors who support them academically, social and emotionally

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- Planning activities for parents during the school year (e.g., Open School Week);
- Provide general support to parents by:
 - Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
 - Supporting parental involvement activities are requested by parents; and
 - Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- Offering workshop resources

Parent/Guardian Responsibilities:

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

II. 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;
- A. always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 23	Borough Brooklyn	School Number 363
School Name Brownsville Collaborative Middle School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Stacey Walsh	Assistant Principal Nyesha Shade, IA
Coach N/A	Coach N/A
ESL Teacher Jennifer Milfort	Guidance Counselor Rachel Dorf-Caine
Teacher/Subject Area Amy Aruch/ELA	Parent Sherita Boston-Scott
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider N/A	Other Debra Nimmons, Secretary
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	120	Total number of ELLs	12	ELLs as share of total student population (%)	10.00%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1						2
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	3
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2	2	1	10	0	2	0	0		12
Total	2	2	1	10	0	2	0	0	0	12

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	4						11
Chinese														0
Russian														0
Bengali														0
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	8	4	0	0	0	0	0	12

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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	6				6
7	2	2			4
8					0
NYSAA Bilingual (SWD)					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	7								7
7	2		2						4
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All scholars are administered the TCRWP - Running Records. This provides teachers with literacy-related data that may be translated into their Fountas and Pinnell reading levels. Through a review of the data, it is apparent that all of the students classified as ELL are reading below grade level. The data reveals that scholars have a difficult time with comprehending grade level work. The results of the assessment are used to assign independent reading books and differentiate work for scholars via their class work and homework; measure their progress; and create small groupings. Furthermore the data is used to communicate to the scholars their current reading level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns and grades have demonstrated that the majority of our scholars acquire the skills and strategies needed to understand their second language, English. Additionally the scholars have scored Advanced for the majority of the modalities. When comparing the NYSESLAT data from 2011-2012 school year to the 2012-2013 school year, four of the scholars noted increased scores in reading and writing. The other two scholars whom took the NYSESLAT for the first time scored at the Beginner level. Their strongest areas are in listening and speaking; while we have to integrate additional support in reading and writing. There is an improvement, across the years, that is noticeable for the majority of scholars. However, one scholar still needs literacy support to acquire the mechanics of the second language (writing, reading, and speech).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A
4. For each program, answer the following:
 - a. 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?
We recently administered the ELL Periodic Assessments therefore we do not have any data. Once we receive the performance data, we will utilize to determine areas of strength and in need of improvement to integrate within instruction. We will also utilize the data extracted from students' performance on Achieve 3000. Scholars speak their native language but they are not completely fluent and completely literate in their first language. BCMS ESL teacher will therefore use the native language to support scholars' understanding of the content.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
BCMS ESL teacher discusses with content-area teachers QTEL and SIOP strategies to drive instructional decisions. For instance, the ESL teacher encourages the integration of pictures with the word to explain challenging concepts, the time for discussion in order to practice speaking in L2 (Talk with a Focus, Four Corners Activities,...), written Focus Questions to support scholars in reading comprehension, and many more. Furthermore students have access to an array of literature at their reading level as well as the appropriate grade level to aid with fluency and comprehension in their second language (English).
7. 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?

This question does not apply to our current program offering. For the next scheduled period, the school leadership and teachers from BCMS will design its own and enter the data in Intranet: Tools and Resources for Employees. BCMS ESL teacher uses the native language to support scholars' understanding of the content.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate our programs' success by examining our scholars' NYSESLAT, ELA, and Math scores. We examine scholars' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work, and, on a more regular basis, daily formative assessments.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new scholar is enrolled at Brownsville Collaborative Middle School (23K363), they are given the HLIS form by the ESL teacher, Ms. Jennifer Milfort. Ms. Milfort then administers the informal oral interview in English and/or, if possible, in the native language. Within the first 10 days of registration, the LAB-R is administered. For those who were identified Spanish speakers during the initial interview, the Spanish LAB is administered within the first 10 days by Ms. Milfort. At the beginning of the year, all ELLs are administered a reading diagnostic to assess fluency and comprehension as well as a writing diagnostic.
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.
Upon enrollment of a scholar, Ms. Milfort is immediately notified in order to conduct the initial interview with and to give the HLIS form to the parents/guardians. Depending on the responses, Ms. Milfort determines if the scholar is eligible for Freestanding ESL services. In the case that the child is eligible, parents are asked to attend a Parents' Orientation at that moment. During the orientation, they are shown a video describing the three available programs for ELLs. On an individual basis, parents are provided with the the programs and its structures. As of this date, no parents have chosen TBE/DL. Therefore, no outreach process to inform parents who have previously chosen those program has been established. Additionally parents are invited to a number to PTA workshops on how to best academically support their children at home. For any family events, parents will be contacted via letters home, flyers, school website, and calls to the home.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Since we are a new school, we were not aware of the Entitlement letters nor the Continued Entitlement letters. Hence, they were not distributed for the years 2012-2013. For the year 2014 and forward, these letter will be sent out. In order to identify those who will receive these documents, an analysis of the following ATS reports will be done: NYSESLAT scores and modalities breakdown (RNMR) - Continued Entitlement letters, and LAB scores (RLAB) - Entitlement letters.

As for the Parent Survey and Program Selections forms, they are distributed during the Parents' Orientation by Ms. Milfort. The forms are then read, completed and signed by the parents/guardian during Orientation. Ms. Milfort collects the forms and gives them to the secretary to place them in that scholar's school folder (Cumul), which is located in a locked location. Since we are a

new school, we were not aware of the Entitlement letters. Hence, they were not distributed for the years 2012-2013.

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.

Since we are a new school, we were not aware of Placement letters nor the Continued Entitlement letters. Hence, they were not distributed for the years 2012-2013. For the year 2014 and forward, these letters will be sent out by mail, a phone call will be made to notify for parents of the importance to return them.

After a thorough explanation and services parents make an informed choice of placement in the program which best suits their child's needs. Designated Spanish speaking staff are available to assist the parent in their decision. If the parent does not speak one of these languages, the office will call the DOE translation unit number or use Google translator. As for honoring parents' choice during the Orientation, the scholar is immediately placed in the Freestanding ESL program. The ELPC sheet in ATS is then updated with the parent choice. This is done within 10 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

REPORT

The NYSESLAT is administered to scholars by the ESL teacher, Ms. Milfort, at the end of April, a week after the last State Test. It is given following this schedule: Reading - 1 day / 3 periods in the morning, Listening - 1 day / 1-2 periods in the morning, Writing - 2 days / 3 periods in the morning, Speaking - 5 days or more / 2 periods in the afternoon.

6. 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.) 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.  Since the creation of BCMS, we have admitted three (6) new ESL scholars. In all cases, the parents have chosen Freestanding ESL Program which we offer in our school. Students whose parents request a bilingual or dual language program will be directed to the website ELLProgramTransfers@schools.nyc.gov. School will maintain a record of those students whose parents request bilingual programs. If 15 or more requests are made from students with the same language, and in the same two contiguous grades, the school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a) (b). The students classified as ELLs are grouped within one heterogeneous-grouped homeroom within the sixth and seventh grades. The ESL teacher utilizes a pull out (push-out when necessary) method from/to core content classes, including ELA, Math, Social Studies, and Science. The push-in/pull-out model allows for students to receive the required minutes as well as receive language support in a variety of settings. The class (homeroom) travels together as one group throughout the school day. We follow a schedule with longer periods (90 minute blocks in ELA and Math) to allow for more in-depth coverage of content and skills.
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)?

Based on the previous' year NYSESLAT scores, scholars are grouped into three groups: Beginner, Intermediate, and Advance. The members of the Beginner group meet with the ESL teacher 8 periods per week, for 45 minutes per period (total of 360 min./week). One class is an ESL/ELA Writing class, the other one is an ESL/ELA Reading class. The Intermediate group meets with the ESL teacher 4 periods per week (total of 180 min/week). The Advance group meets with the ELS teacher 4 period per week (total of 180 min./week).
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction consists of Science, Social Science. They use the Workshop Model to support consistency. In ELA and Mathematics, the Quality Teaching for English Learners (QTEL) model. In other words, students receive a content objective as well as a language objective during the lessons. Teachers are also expected to utilize appropriate questioning and discussion techniques including whole class discussions; think, pair, share; and use of SMART clickers. ESL content area teachers co-plan with the general education content teachers to identify the themes and enduring understanding to prioritize when implementing the curriculum. The goal of the content area teachers is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Additionally there is a focus on engaging students in conceptual mathematical thinking within the curriculum to ensure that students go beyond the procedural mathematical learning. There is the integration of cognates to help students identify words that are easily transferable to English. Teachers dedicate time to front-loading strategies that activate prior knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a variety of genres based on the content area they are working on. Another critical instructional approach utilized by the content area teachers in Science, Social Studies, and the Arts is challenge-based learning. In challenge-based learning, students have the opportunity to make connections between what they are learning and real-world application through the integration of field experiences, including trips, real-world life skills, and speaking to experts. Additionally, BCMS was selected to participate in the Middle School Quality Initiative program which supports building strong literacy skills in students across content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We utilize a variety of formative and summative assessments throughout the classes. The ESL teacher makes appropriate modifications, including translations, separate location, and extended time, according to the needs of the students. This approach allows the teacher to provide support while assessing students in their native language as well as the English language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
This year, we have adopted and implemented a trimesterial (September, December, March, and June) in-home assessments for each of the four modalities (reading, writing, listening, speaking). Ms. Milfort determines and designs the format and the rubrics to be used during those assessments. She administers them during the ESL/ELA periods.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The ESL/Bilingual teacher works closely with the ELA teacher to make modifications tailored to all of the ELLs. We scaffold for our SIFE and newcomers using a variety of ELL instructional approaches including concept definition maps, the Frayer model, vocabulary-based graphic organizers, and story boards. There is also an after-school program designed for students who require literacy supports and interventions. Furthermore, the MSQI program and other targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, pull-out programs, extended day, and afterschool. Scholars, regardless of the number of years, work with ESL/Bilingual certified teachers in small groups via push-in and pull-out models. Scholars have access to leveled libraries with grade age-appropriate books in English and their native language. Long-term ELLs receive multiple opportunities to integrate with the mainstream population. Newcomers receive push-in in small group instruction during the the content area classes from a certified ESL/Bilingual teacher. ELL scholars who are 4-6 years and long-term ELLs within the program receive instruction in ELA from a certified ELA teacher. The ESL teacher provides additional intervention strategies in a small group setting. They are integrated in a mandated afterschool program to receive additional academic support. For the extended day program, there is a focus on literacy, technology, and test preparation.

7. 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?
The ESL/Bilingual teacher works closely with the ELA teacher to make modifications tailored to all of the ELL-SWD. We scaffold for our ELL-SWD using a variety of ELL instructional approaches including concept definition maps, the Frayer model, vocabulary-based graphic organizers, and story boards. There is also an after-school program designed for ELL-SWD scholars. Furthermore, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, pull-out programs, extended day, and afterschool. Scholars, regardless of the number of years, work with ESL/Bilingual certified teachers in small groups via push-in and pull-out models.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The ESL teacher provides additional intervention strategies in a small group setting (least restrictive environment). During that time, there is a focus on using material, resources and strategies to achieve IEP goals and attain English proficiency within the least restrictive environment (small group setting with various levels ELL).

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:	English			
Math:	English			
Science:	English			
English Language Arts	English			
Health	English			
Physical Education	English			

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

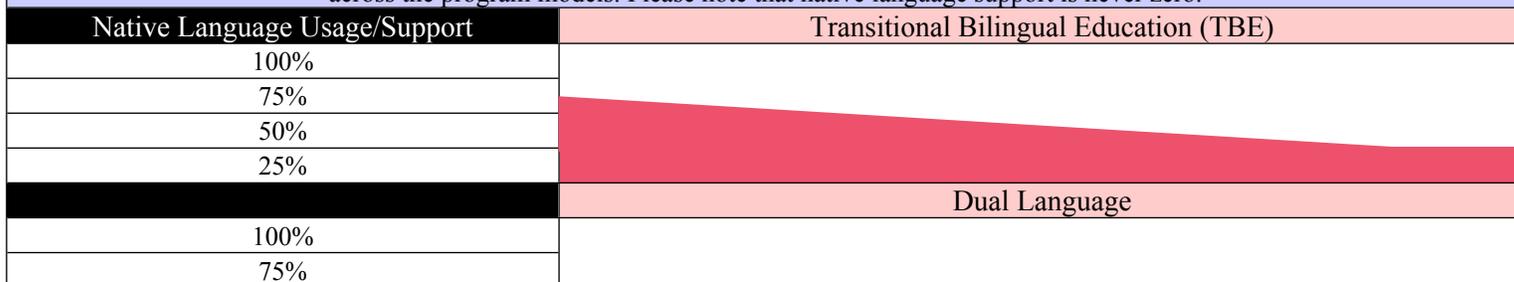
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	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

9. 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.

There is a significant emphasis on literacy across the curriculum in all content areas which also applies to ESL instruction. ESL/Bilingual certified teachers meet with content area teachers to collaborate on planning. This allows them to be directly involved with the planning of units aligned to the Common Core Learning Standards utilizing an Understanding by Design approach. There is an emphasis on reading in both the scholars' native language and English. Furthermore the standards for listening, speaking, reading, and writing are met through a combination of instruction using the QTEL model. As the scholars increase their English proficiency, the ratio shifts to reflect their language acquisition. Content area and ESL/Bilingual certified teachers conduct individual check-ins with ELLs to ensure that they receive the appropriate support. In addition to English, we have teachers who speak Haitian Creole and Spanish. ELLs participate in academic labs to receive additional support in reading, writing, and mathematics, including basic and grade-level skills. We utilize programs such as Achieve 3000 and Wilson for additional support. The MSQI program further supports the language acquisition needs of ELL students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We evaluate our programs' success by examining our scholars' NYSESLAT, ELA, and Math scores. We examine scholars' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work.

11. What new programs or improvements will be considered for the upcoming school year?

Since we are a new school, all of our initiatives are recent ones (see above for details).

12. What programs/services for ELLs will be discontinued and why?

Since we are a new school, this is not applicable to our school.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All communication about school programs is accessible to ELLs. Additionally all ELLs are mandated to attend after-school academic program. Even though we have limited enrichment opportunities, ELLs are highly encouraged to participate in all opportunities afforded to the general education population.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have been selected to be an MSQI school which means there is an emphasis on vocabulary and argumentative writing across all content areas. All teachers are encouraged to incorporate technology into their instruction to support standards mastery, differentiation for scholar modality strengths, and build scholars' exposure and skillset in preparation for 21st century learning and workplace. All of the teachers have SMART Boards, Macbook laptops, SMART student response systems, and tablets. The depth of technology integration is at the teacher's discretion and comfort level. In order to ensure implementation, teachers participate in ongoing professional development to support them in the integration of technology (e.g. teachers have completed a SmartBoard certification course offered by the school and facilitated by Tequipment). ELLs will use the Macbook carts to learn and produce work using a variety of Microsoft Office programs and Internet resources. The school is also developing a Google domain/Google drive - in which students will create and upload documents for teacher feedback and grades. Each student will have a login and password and teachers will be able to use the dashboard to monitor student completion of work and progress toward meeting the CCLS. Throughout the year, students will have opportunities to use Google documents as a forum to create, edit, and share their work; create blogs; interact with other children around the world; among others.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

ESL scholars receive native language support in a variety of ways. The ESL teacher provides native language instruction and support. Additionally scholars are allowed to speak in their native language with their classmates to facilitate the comprehension of the content. We also utilize and make the following materials accessible to all scholars: bilingual dictionaries, Google translate, and content-relevant texts in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

After a thorough examination of baseline assessments which identify scholars' reading and writing levels, the ESL teacher Ms. Milfort researches online material, vendors, and publishers appropriate for the age and grade level (according to reading and writing levels). She then provides scaffolded resources to supplement content-area material. Programs and books used are Step Up to Writing and High Interest Low Level reading books. These resources and strategies will give the necessary scaffolded support for scholars to not only acquire not only their L2 but also comprehend their current grade level texts.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We currently do not have any programs in place for scholars before the beginning of the school year. The incoming class participates in a "Transition to Middle School Program" which is offered to all scholars regardless of classification.

18. What language electives are offered to ELLs?

At this moment, there are no electives offered to ELLs.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. & 2. The school-based professional development team consists of the principal, assistant principal, and teacher leaders. Depending on the focus of the professional development session, the principal and assistant principal will plan and structure relevant professional development that meets the needs of the faculty in the ESL Department, as well as the content-area teachers who are responsible for delivering instruction to ELLs. All pedagogues are scheduled for collaborative planning times. Furthermore they attend Wednesday PD sessions with a focus on planning, instruction, and assessments. Teachers are also encouraged to participate in professional development opportunities outside of the school. We also utilize the expertise of Sileni Nazario, our network ELL support.

3. The principal, guidance counselor, and teachers attend middle school open house, visit other schools, and invite families to school tours to meet with scholars transitioning from elementary to middle school. Throughout the school year, families are invited to workshops and their child's mentor serves as the primary point of communication between the school and home. Our Mentoring Program helps with the social and emotional components of scholars transitioning into middle school including the integration of goal setting through their personalized learning plans and metacognitive skills. For example, there is a large emphasis on our scholars getting to themselves as scholars. Teachers who speak the scholars' native language provide translation to ensure that information is communicated explicitly and correctly.

4. Professional development contributing toward the minimum 7.5 hours of ELL training for all staff include topics such as diagnosing scholars' needs using a variety of assessments; analyzing growth over time; and the integration of ELL best practices and strategies. Other professional development opportunities will be offered based on the teachers' professional needs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Brownsville Collaborative Middle School has a PTA which families/caregivers are notified through a flyer sent home, school website, and e-mail communication. The Bilingual Information and Orientation Session involves and informs parents of all ELL programs available at our school and through the Department of Education. We also work closely with the Family Coordinator to ensure that our families/caregivers are aware of the services available. Parents/caregivers of ELLs are invited to participate in all meetings and initiatives. Additionally we have a volunteer program where parents/caregivers are encouraged to volunteer a minimum of one hour per semester. In order to support with these activities, bilingual teachers and other staff will be present to provide translation services (Haitian Creole and Spanish).

2. Currently we do not partner with another agency to provide workshops or services to parents.

3. Throughout the school year, we elicit input and establish open lines of communication. We have also established an "open door policy" culture where parents are welcomed to visit our school. Advisors and the guidance counselor also collect qualitative data on the needs of the parents/caregivers. The Secretary and Principal gauge the needs of the parents/caregivers during the monthly Second Cup of Coffee with the Principal. We also address individual parents' concerns on ongoing basis. When scholars do not adhere to the school's core values, a behavior alert is sent home and parents/caregivers have an opportunity to respond or call the school for clarification. A similar system is in place for scholars who are falling below 70%. All bilingual teachers provide translation and assist in those matters.

4. The opportunities listed above give parents/caregivers the chance to communicate any problems or concerns with school-based staff.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: Brownsville Collaborative MS

School DBN: 23K363

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stacey Walsh	Principal		11/14/13
Nyeshia Shade	Assistant Principal		1/14/13
N/A	Parent Coordinator		11/14/13
Jennifer Milfort	ESL Teacher		11/14/13
Sherita Boston-Scott	Parent		11/14/13
Amy Aruch / ELA	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
Rachel Dorf-Caine	Guidance Counselor		11/14/13
Yuet Chu	Network Leader		11/14/13
Debra Nimmons	Other <u>Secretary</u>		11/14/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

The information from our home language surveys and RHLA report indicate the following:
Spanish-speaking parents/guardians: 14
French-speaking parents/guardians: 1
Bengali-speaking parents/guardians: 1
Arabic-speaking parents/guardians: 1
English-speaking parents/guardians: 102
Findings were reported at PTA meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

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