



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BROOKLYN COMMUNITY ARTS & MEDIA HIGH SCHOOL

DBN (i.e. 01M001): 13K412

Principal: JAMES O'BRIEN

Principal Email: JOBRIEN16@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: MALIKA BIBBS

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
James O'Brien	*Principal or Designee	
Pat Howell	*UFT Chapter Leader or Designee	
Caya and Unique's Mom	*PA/PTA President or Designated Co-President	
Monique Mayard	DC 37 Representative, if applicable	
Nashon Outten	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Brian Satz	CBO Representative, if applicable	
Safiya Francis	Member/ Teacher	
Caitlin Hope's Mom	Member/ Parent	
Denise Ghee	Member/ Student	
Janna Bello	Member/ Teacher	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 13K412

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching	92
Types and Number of Special Classes (2013-14)					
# Visual Arts	61	# Music	7	# Drama	2
# Foreign Language	27	# Dance	4	# CTE	N/A
School Composition (2012-13)					
% Title I Population	64.2%	% Attendance Rate			83.7%
% Free Lunch	77.0%	% Reduced Lunch			5.5%
% Limited English Proficient	3.6%	% Students with Disabilities			19.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.5%	% Black or African American			76.5%
% Hispanic or Latino	18.6%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.3%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification			14.8%
% Teaching with Fewer Than 3 Years of Experience	15.6%	Average Teacher Absences			5.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	75.4%	Mathematics Performance at levels 3 & 4			45.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			70.4%
6 Year Graduation Rate	76.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
This was a wonderful opportunity for us to improve and connect to the 5 school-wide tenets. Goal 1 allowed us to transition smoothly into the new teacher evaluation system a year before it was required. Goal 2 pushed us to refine curriculum with greater emphasis on performance tasks and the CCLS Standards. As part of Goal 3 we changed our daily school schedule to allow for more rigorous and differentiated classes. Goal 4 pushed us to improve our graduation rate by focusing on required credits and doing our best to prepare our 12 th graders to pass Regents and become college ready. Goal 5 allowed us to maintain close connection with families and regularly inform parents of student progress.			
Describe the areas for improvement in your school's 12-13 SCEP.			
One area for improvement is our continued challenge of having all our potential graduates pass the required Regent exams by their June graduation. The other significant area for improvement is maintaining a high degree of attendance at all of our quarterly parent conferences, not just the first and second quarters.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
It is an ongoing challenge to include the entire teaching staff in our infrastructure of connection and accountability to the Danielson Framework and the Common Core Standards. In addition, it still remains a challenge to effectively prepare all 12 th graders for their graduation requirements.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our 12-13 was quite successfully implemented, despite the above mentioned challenges. Essentially, besides Goal 4 regarding our graduation rate (which improved greatly but didn't meet our stated threshold), we accomplished every other goal.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
Goal 4 was not accomplished. While most of our impending graduates earned their required credits, and while we provided a myriad of Regent preparatory mechanisms, we still had a critical mass of students who did not pass the required Regent exams.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
One clear challenge will definitely be meeting our Regent exam goal (Goal 3). And we are aware of the challenge of meeting Goal 1, having 50% of our teachers increase a level in 5 Danielson components.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
90% attendance rate 80% passing rate for all completed classes Completion of yearly portfolio Passing 50% of scheduled Regent exams			
Describe how the school leader(s) will communicate with school staff and the community.			
We have regular whole staff, grade team and department meetings where we discuss these goals and accompanying action plans. We have regular SLT and PTA meetings where these items are discussed and plans are refined. Further, we transmit regular electronic and mail documents home to our families around this content. Finally, we plan to share this information at our 3 parent-conferences.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action has at its core the idea of school community collaboration towards a balance of support and accountability for all our constituents: students, staff and families. We want to provide everyone the necessary tools for success and then hold ourselves accountable to meet our goals.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our strategy mirrors an effective classroom in that it provides a differentiated approach to this support and accountability. Staff are provided a myriad of professional development, collaboration and support mechanisms. Students are provided much the same in the way of effective teaching practice, performance-based assignments and choice in selecting seminar classes. Families are provided 8 grade updates, full access to teacher electronic gradebooks, regular email communication from teachers,			

and 3 parent conferences. Conversely, with all these supports we then hold each of these groups accountable to be full participants in school efforts.

List the key elements and other unique characteristics of your school's SCEP.

A few key elements are implementing a zero period for students to recover failed credits and prepare for Regent exams; seminar classes taught by both academic teachers and community artist-educators that allow students choices and creative ways to earn credits; and professional develop "pods" which allow teachers choice in selecting PD emphases that seek to meet their needs and interests.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have 2 highly qualified administrators, one highly qualified administrative intern, a wonderful Instructional Coach, and an internal lead teacher, who are all talented at supporting whole school focus on our goals. In addition, we have high functioning, protocol and agenda driven grade and department teams. We have a schedule that allows for weekly department meetings, 2x weekly grade team meetings and 2 x monthly professional development pod workshops. Finally, we have effective partnerships with an instructional organization and various arts oriented entities which provide other diverse supports.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to support teacher pedagogy that provides all students with the opportunity to engage in high-level thinking and discussion so all learners are challenged to achieve at high levels.

Review Type:	DQR	Year:	2012-13	Page Number:	6	HEDI Rating:	Proficient
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all BCAM teachers will receive a minimum of 4 observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching. 50% of BCAM teachers will show at least one level of growth in 5 component areas. These component areas will be addressed through monthly PD and individualized administrative, coach, partner and lead teacher support.

Instructional Strategies/Activities

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

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

Strategy: All teachers will participate in professional growth practices that shift teaching practices

1. Use the DOE Advance Data Tracking System to log and monitor teacher observations and feedback (2.3, 2.4 2.5)
2. Administration, coach, partners, and instructional leaders implement in-house PD for teachers on designing and implementing effective instruction.
3. Teachers attend external workshops that support teacher practice.

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

1. Administrative team, Data Coordinator, Network Coach, and Network team.
2. Administration, coach, partners and instructional leaders.
3. Teachers, partners, external PD workshops.

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

1. By June, 2014, there will at least 4 observations logged in the DOE Advance System.
2. By June, 2014 there will have been 3 cycles of PD pods for staff, as reflected in our school's PD Plan that is revised based on the ongoing observation.
3. By June, 2014 teacher and teams will have attended collaboratively decided upon external PD workshops.

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

5. Start: September, 2013; End: June, 2014; with monthly monitoring of Advance System
6. Start: September, 2013; End: June, 2014; with revision of PD Plan and Pod cycles 3 times in that calendar schedule.
7. Start: September, 2013; End: June, 2014;

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

1. Per session for teachers that attend after-school in-house PD workshops. (85 hours)
2. per session for instructional leaders to convene PD sessions (57 hours); cost of PD materials/resources
3. Payment for sub teachers to cover classroom teachers that attend external workshops; payment for the cost of external workshops our teachers attend (32 sub days; external works

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Continue to design engaging, rigorous curricula across grades and subjects for all learners.											
Review Type:	DQR	Year:	2012-13	Page Number:	5	HEDI Rating:	Proficient				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum			X	3.3 Units and lesson plans						
X	3.4 Teacher collaboration			X	3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June, 2014, all teachers will design and implement Common Core aligned curriculum in all core academic disciplines, and will submit to Administration for review and revision 4 curricular units.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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											
All teachers will participate in designing and implementing Common Core aligned curriculum.											
1. Teachers attend internal and external PD workshops on CCLS and city-wide expectations around performance-based units and tasks.											
2. Teachers develop and revise curriculum to align to CCLS based on regular analysis of curriculum and student work in departments and grade teams.											
3. Teachers revise curriculum based on Administration feedback.											
B. Key personnel and other resources used to implement each strategy/activity											
1. Teachers, administration, network coach, instructional leaders, partners, and external PD organizations											
2. Teachers, weekly departments and weekly grade-teams											
3. Teachers, administration, quarterly curricular feedback											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
6. By June, 2014, teachers and teams will have attended at least 4 internal/external PD workshops around Common Core aligned curriculum.											
7. By June, 2014 teachers will have participated in at least 4 "planning/revising/implementing curriculum cycles with grade teams/departments											
8. By June, 2014 teachers/administration will have engaged in at least 4 curriculum submittal/review/revision cycles.											
D. Timeline for implementation and completion including start and end dates											
1. Start: September, 2013; End: June, 2014; with 4-session internal PD pods taking place quarterly and external PD opportunities ongoing											
2. Start: September, 2013; End: June, 2014; with planning/revising/implementing cycles taking place regularly during weekly grade team and department meetings.											
3. Start: August, 2013; End: April, 2014; with curriculum submittal/review/revision cycles taking place at beginning of each academic quarter.											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											

1. Per session for teachers/instructional leaders attending and hosting internal PD workshops (85 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops (already accounted for in above goal)
2. Per diem for substitutes for semesterly (2 x yearly) department team curricular planning days (23 hours)
3. No cost

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to support teacher pedagogy that provides all students the opportunity to engage in high-level thinking and discussions so all learners are challenged to achieve at high levels.

Review Type:	DQR	Year:	2012-13	Page Number:	6	HEDI Rating:	Proficient
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014 through the implementation of ongoing professional development and teacher team inquiry, teachers will provide coherent, appropriately aligned Common Core-based instruction that result a 5% increase in cumulative Regent pass rate as reflected in our City 2013-14 Progress Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

All teachers will participate in professional growth practices that provide all students the opportunity to engage in high-level thinking and discussions so all learners are challenged to achieve at high levels.

1. Teachers attend internal and external PD workshops on CCLS and city-wide expectations and instructional shifts. (4.2, 4.4, 4.5)
2. Convene during seminar, after-school and weekend times additional individualized standards-based instructional sessions. (4.3, 4.5, 4.2)
3. Communicate and incentivize students to attend additional sessions via face-to-face meetings, parent communication, Student Council officers and individualized student plans during advisory program. (4.4)

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

1. Teachers, administration, network coach, instructional leaders, partners, and external PD organizations
2. Teachers, additional session materials, curriculum software, teacher training
3. Advisors, Advisory Committee, Parent Coordinator, administration, student council

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

- By June, 2014, teachers and teams will have attended at least 4 internal/external PD workshops around Common Core, city-wide expectations and instructional shifts
 - By June, 2014 we will have convened additional small group instructional sessions in all Regent disciplines.
 - By June, 2014 we will have convened at least 2 face-to-face meetings and 2 parent outreach efforts, and had all impacted students complete Advisory plans.
- D. Timeline for implementation and completion including start and end dates**
- Start: September, 2013; End: June, 2014; with 4-session internal PD pods taking place quarterly and external PD opportunities ongoing
 - Start: September, 2013; End: June, 2014; with additional sessions taking place during 2nd and 4th Academic Quarters after-school and weekends and during Winter and Spring vacations
 - Start: September, 2013; End: June, 2014; with meetings and outreach taking place during 2nd and 4th Academic Quarters.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Per session for teachers/instructional leaders attending and hosting internal PD workshops; per diem for external workshops; cost of external workshops; cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops (already captured in above goals)
 - Per session for teachers who teach sessions (57 hours; cost of curricular materials and software; cost of training on any specialized software (25 hours)
 - Per session for Advisory Committee (60 hours) and Student Council Staff Mentors (30 hours) and parent outreach; cost of parent mailing; cost of PTA/parent conference workshop and incentive prizes

Budget and Resource Alignment

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

X	PF Set Aside	Tax Levy	X	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS	PF CTE	X	PF College & Career Readiness	X	PF Common Core	
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students.

Review Type:	QR	Year:	2011-12	Page Number:	6	HEDI Rating:	Proficient
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014 95% of regularly attending students will complete our advisory program and 25% of student will complete at least one extra-curricular program, with both realms geared towards healthy relationships and a safe, respectful environment conducive to learning, self-esteem and leadership.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	
All students will participate in our structured Advisory program, and be provided multi-faceted opportunities for extra-curricular club, group and team membership.	
<ol style="list-style-type: none"> 1. Revise our current 4-year advisory curriculum to better reflect college and career readiness and promote healthy social and emotional development. 2. Convene a diverse set of extra-curricular programs related to college and career readiness. 3. Implement a small set of key partnerships with external organizations that provide additional opportunities for students to receive college and career readiness training. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Advisory committee, administration 2. Teachers, staff, administration 3. Teachers, staff, administration, school partners 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. By June, 2014, advisory committee will have met monthly and revised current 9-12 advisory curriculum 2. By June, 2014, we will have 25% of our regularly attending students have participated in at least one college and career oriented extra-curricular program 3. By June, 2014, we will have developed and maintained 2 primary partnerships: Sister Step Up and BRIC Arts Media 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. Start: September, 2013; End: June, 2014; with monthly committee meetings and revised curriculum by May, 2014 2. Start: September, 2013; End: June, 2014; with programs meeting weekly via various specific schedules 3. Start: September, 2013; End: June, 2014; with 2 X monthly workshops for 9th/10th grades; monthly fieldtrips for 11th and 12th grades; and internships for 12th grade participants by June, 2014 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. Per session for committee members; cost of materials for new curricula 2. Per session for staff program leaders (330 hours) 3. Per session for staff partnership leaders (42 hours); cost of materials and resources for certain events 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Implement a coherent system for analyzing the effectiveness of data-sharing efforts with students and families around academic performance			
Review Type:	QR	Year:	2011-2012
		Page Number:	6
		HEDI Rating:	Proficient

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By having convened 3 academic quarter ending parent-teacher conferences focusing on student performance and attendance, disseminating 4 performance and attendance data report cards and 4 mid-quarter performance and attendance data progress reports, our attendance rate will increase to 85% as reflected on our 2013-14 Progress Report.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

The school will implement programs where our families, students and staff work together to share in the responsibility for student academic progress.

1. Purchase and connect our families to our online Skedula grading system, which reports student progress, assignments, grades and attendance.
2. Implement quarterly school-wide incentive programs, awards and specific technology for our attendance system
3. Provide family incentive programs and awards for attendance at our 3 parent conferences and DOE survey completion.

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

1. Teachers, advisors, staff, parents, administrators
2. Attendance Committee, teachers, advisors, staff, parents, administrators
3. Attendance Committee, teachers, advisors, staff, parents, administrators

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

1. By June, 2014 Skedula will have been purchased and used by our school, and at least 30% of our families will be connected to it
2. By June, 2014, at least 2 quarterly incentive programs will have been completed for our students and school
3. By June, 2014, at least 2 incentive programs will have been completed for our families related to parent conference attendance, and an incentive program will have been completed related to DOE survey completion by families.

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

1. Start: September, 2013; End: June, 2014; with Skedula purchased in September 2013, and at least 30% of our families connected by May, 2014
2. Start: September, 2013; End: June, 2014; with incentives developed and implemented November, February, April and June
3. Start: September, 2013; End: June, 2014; with incentives developed and implemented November, February, April

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

1. Cost of the Skedula system; per session for staff training to support parents (5 hours)
2. Cost of awards; cost of new CAAS System for attendance data capture
3. Cost of awards

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	<ul style="list-style-type: none"> • Our 9th-11th IEP students receive CTT English instruction. • 9th graders and 10th graders identified as multiple grades below grade level in English, as well as our ELL students, utilize Reading Horizons Reading Program to improve literacy and skills. • In 9th-11th grades, our students with special needs receive ICT instruction in their English classes • Our seminar courses target below level students to gain additional intervention literacy 3 times/week. • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the English Regent exam. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
Mathematics	<ul style="list-style-type: none"> • Our 9th-11th grade students with special needs receive CTT Math instruction. • Two 9th grade groups of students fair below grade level receive small group instruction as their primary math instruction • A mixed group of 10th/11th 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school

	<p>grades receive remedial small group instruction as their primary math instruction</p> <ul style="list-style-type: none"> • A small group of 12th grade receive remedial small group instruction as their math instruction • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Mathematics Regent exams. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 		
Science	<ul style="list-style-type: none"> • Our students with special needs receive ICT instruction in 9th-11th grades in their Science classes • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Science Regent exams. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
Social Studies	<ul style="list-style-type: none"> • Our 9th -11th grade students with special needs receive instruction with an assigned ICT teacher in History classes • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the History Regent exams. • Mondays and Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

- For all four grades Guidance Counselors enter grade data directly into High School Scheduling and Transcripts (HSST) database on a 4 cycle system to generate student transcripts.
- Guidance Counselors provide the opportunity through Advisory groups for students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR).
- Further 1:1 conferences are offered for students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. G
- Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school.
- Guidance Counselors and Administration meet with families of students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention.
- Our School Psychologist is part of the Campus 117 School-Based Support Team (SBST) and supports the four schools with students with special needs through Individualized Education Program (IEP) triennial meetings where the student, family, and school personnel provide written feedback on the student's progress toward academic goals.

Small group, one-to-one

Before school, during the school day, after school

- BCAM Social Workers maintain a regular caseload of both mandated students and referrals for students who are in crisis or are at-risk, and convene individual and/or group counseling sessions.
- BCAM Social Workers take part in family and/or social service agency meetings to address the needs of students and families who are at-risk and provide referrals/follow through when necessary.
- BCAM Social Workers take part in grade team, interdisciplinary Kid Talk and IEP meetings case conferencing regarding students who are at-risk behaviorally and/or academically and follow through with planning student interventions.
- BCAM Social Workers also convene mediations for students who are involved in conflict either in school or at home.
- BCAM Social Workers are also advisors to groups of 10-15 students similar to our teachers and administrative staff.
- Our building has a full service medical facility that provides services, counseling and referrals for a variety of at-risk health related issues, including teen sexual activity, pregnancy, disease, abuse, and neglect. We work directly with the office via referrals and collaboration.
- BCAM also implements a comprehensive Health curriculum in 9th grade via its partnership with The Peer Health Exchange, and then in grades 10th-12th grade via the DOE Health Core Curriculum.

**Title I Information Page (TIP)
For School 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.			
X	School Wide Program (SWP)	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.

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

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).

Engaging students in rigorous and supportive instruction and curriculum across all classrooms.

Professional Development Emphases

- Curriculum/instruction: inquiry & Regent success, college preparation, arts integration, strong and coherent teacher evaluation (Danielson, MOSL)
- Literacy: common practices across classes, support of our many diverse literacy levels,
- School and Classroom Culture: academic and behavior expectations and management

Motivating Influences

- Continued commitment to our school mission; regent and course pass success; lateness/attendance improvement, portfolio progress) as driving forces for our efforts/actions
- Heightened focus on School Quality Review rubric, School Report Card requirements, DOE Instructional Expectations, and Advance Teacher Evaluation Framework as non-negotiable mandates
- The want for strong, positive and consistent staff morale, staff collaboration and staff commitment to supporting each other and our school as a whole

Roles

- Principal has dominant focus is on instruction: PD, Department/Grade Team support, individual teacher support, adhering to DOE mandates listed above. Support: 10th, 11th, ELA, Science, Math, Deans, Social Work, Office, Seminars, Extra-Curricular.
- AP has dominant focus is school-wide organizational management: credits, graduation requirements, attendance, accountability, compliance, budget; and special education/student support. Support: 12th, Student Support, Guidance, Budget/Business, Office, Deans, Seminars, Extra Curricular.
- AP of Instruction Intern: PD, Department/Grade Team support, Individual teacher support, Advance, Danielson, Periodic Assessments, Core Curriculum Standards. Support: 9th, 12th, History, Spanish/ESL, PE, Art, Data, Seminars, Extra-Curricular.
- Long-time English teacher moves to Lead Teacher position: ½ teaching, ½ teacher support, model classroom, PD.
- Our Achievement Coach: here every Wednesday to support school, instruction, PD.

Structures

- Grade Teams (Wed/Fri) and Departments (common preps) that focus on curriculum, instruction and assessment; are driven by the teams and departments; and regularly utilize classroom data (quantitative data, periodic assessments, student work, unit plans, etc) and protocols (data analysis, kid-talk, consultancy, etc)
- Small Group Wednesday PD Workshop Cycles: 4 session cycles of 4 workshop groups, every 2 weeks/alternate with Grade Team meetings and independent grading work. These focus on Core Curriculum Standards, Danielson, literacy strategies, and student support—but are open to special topics.
- After-school sessions: Arts Integration via Exploring the Arts, Literacy hosted by Kevin.
- Required Critical-Friends mechanisms: At least 1 visit/hosting of Grade Teams and Departments per quarter. Increased emphasis on matching needs and best practices. Increased emphasis on group visits/learning walks. Logical emphasis on Danielson rubric. Low stakes and supportive.
- Regular/ongoing informal and formal administrative instructional visits. Meet or exceed Advance requirement.
- Contracting outside organizations to support focus on above emphases (NYC Writing Project, Exploring the Arts, Facing History, Rap Genius, Science Genius).
- Continued strong push and support for staff to attend external PD sessions via Network, etc.
- Quarterly Department curriculum planning days, with subs in classes.
- Semesterly cabinet retreats to review data, reflect, renew, plan. November, March.
- Continued prioritizing of CTT teachers in the classroom and carrying out CTT/student support goals, as opposed to teaching credit recovery classes that take them out of core classes.

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.).

All federal, state and local services funds are used in accordance with the mandates per each agency. Additionally, funds are utilized to support school goals and to support students in becoming college ready.

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.

Shared leadership model:

- Grade Teams
- Academic Department
- Cabinet with heads of grade teams and departments
- MOSL Committee made up of principal, AP and 6 teachers from various departments

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during our 3 X yearly Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing 8 x yearly written progress and quarterly grade reports that are periodically given to keep parents informed of their children's progress;
- providing full access to our online Skedula class progress data, which provides parents and students real-time reporting of student progress and grades;
- continuing our web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each quarter except 4th Quarter (3 X yearly) during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- complete our yearly portfolio requirement and present work at end of year
- strive to achieve the highest possible scores on Regent exams, including at least a 75 on ELA exams and 80 on Math exams;
- strongly consider joining extra-curricular teams, clubs and programs.

**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 13	Borough Brooklyn	School Number 412
School Name Brooklyn Community Arts and Media HS		

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 James O'Brien	Assistant Principal Samantha Exantus
Coach Lyntonia Coston	Coach
ESL Teacher Andreea Calin	Guidance Counselor
Teacher/Subject Area Adam Mendola/ELA	Parent
Teacher/Subject Area Mamadou Diallo/Math	Parent Coordinator Monique Mayard
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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	1	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)	411	Total number of ELLs	11	ELLs as share of total student population (%)	2.68%
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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										2	2	2	2	8
Push-In										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	4

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	1	2	0	0	4	0	3	14
Total	8	0	1	2	0	0	4	0	3	14

Number of ELLs who have an alternate placement paraprofessional: 1

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
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	0	0	0	0	0	0	0	0	0	1	3	1	1	6
Chinese	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Arabic	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	2	1	0	3
French	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	2	6	4	2	14								

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)	0	0	0	0	0	0	0	0	0	2	0	0	1	3
Intermediate(I)	0	0	0	0	0	0	0	0	0	3	2	1	1	7
Advanced (A)	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Total	0	6	5	1	2	14								

NYSESLAT Modality Analysis

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4	0	3	0
Integrated Algebra	7	2	3	1
Geometry	3	2	2	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	8	2	4	0
Physics	0	0	0	0
Global History and Geography	4	2	3	1
US History and Government	1	1	1	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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.
Our ELLs are assessed on an ongoing basis with the help of teacher's assessment and observation data to drive teaching goals and

instruction. Additionally, provides us with a great amount of information about our ELLs who are making incremental gain by moving to the next level of proficiency level or test out. Based on the 2013 NYSESLAT scores 2 of our ELLs tested out, 6 improved their proficiency level and 1 stagnated.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the Lab-r data the following patterns were revealed:

The 2 newcomers that were administered the Lab-r scored as intermediates, but they receive the same amount of minutes as beginners. We have noticed in the past that the scores from Lab-r tend to be almost a proficiency level higher than their real one.

After reviewing the NYSESLAT data, the following patterns were revealed:

As this was the year when some changes in the NYSESLAT occurred, the scores from Speaking which otherwise would have been higher seemed to have dropped slightly. We inferred it had to do with the fact that ELLs were required to use more academic vocabulary in addition to correct grammar. Thus, our focus is exposing students more to academic vocabulary and making them confident in using it.

Additionally, the writing scores seemed to have slightly dropped as well but overall, the students progressed from one level of proficiency to another or even tested out. Based on these results we will expose our students to more opportunities to exercise their fact-based essay writing skills.

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

The advanced students that took the ELA regents were able to obtain a passing score while the only beginner who took it did not but improved her previous score.

The students who took the Regents (regardless of the content are) using a translated version or an interpreter did not necessarily obtain a higher score than those who chose to take them in English.

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 [AMAQ tool](#))

The RNMR code in the ATS is not available at the moment.

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?

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

Collaboration between content area and out ESL teacher to develop both content and language acquisition for ELLs.

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Implement a print rich environment, use of ESL dictionaries and glossaries in all subjects.

Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs.

Additionally, our administration has taken some steps to better address the needs of our ELL population: Our ESL teacher has transitioned from an itinerant position to a full time position this year. In addition to this, and after analyzing the results of the LAB-r our administration gave their accord to buy materials necessary for our students. Thus, this year as we deal with some low beginners, we have procured Milestones Introductory program to help them improve their literacy skills.

All of our intermediate and advanced ELLs want to take their exams in English and the results show that they do better and pass them when the exam is in English. Our beginning ELLs take the exams in their native language as they do not feel confident enough to proceed with an English only exam.

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?

We make sure that a child's second language development is considered in instructional decisions by providing content area teachers our ELLs's level of proficiency. The fruit of this collaboration between content area teachers and our ESL teacher is a curriculum designated to help ELLs develop both content and language. Also, teachers analyze students' data to identify strengths and weaknesses and utilize the finding to drive and differentiate instruction.

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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ESL program BCAM implements is successful because of the strong collaboration between content area teachers and the ESL teacher, and can be measured by our students' NYSESLAT results, their progress from one proficiency level to another and across language modalities. Additionally, as we have a small ELL population we are able to better tailor instruction to our students needs.

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](#).)

Upon enrollment, parents whose children are newly registered to the NYC school system are given a Home Language Identification Survey to identify the child's native language. The parents are offered, if needed, translated versions of the HLIS. If further help is needed, our ESL teacher, Andreea Calin, will help them fill out the HLIS. During the intake process, parents and students are offered materials in both English and their native language. Our staff that speak a second language help by translating any questions parents and students might have. If the child is identified as an eligible candidate for bilingual/ESL services, our ESL teacher, Andreea Calin conducts an informal oral interview in English or in the native language of the parents/guardians if need be. Subsequently, the Language Battery Assessment is administered within 10 days from his/her enrollment to identify the child as an English Language Learner or English proficient. Our ESL teacher administers the LAB-r, while our Spanish teacher, Evans Nephthys will administer the Spanish LAB to Spanish speaking students who are found eligible for services after handscoring the LAB-r to determine language dominance within 10 days of their initial enrollment. The students whose home language is other than English and are entitled based on the results of the LAB-r testing, remain entitled until they test out by scoring at the appropriate level at a spring administration of the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

There is a strong collaboration between our articulation personnel and our certified ESL teacher Andreea Calin to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an entitlement letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their initial enrollment. Parents/ guardians are also notified over the phone in the appropriate language about the scheduled date of the ELL Parent Orientation session. At these sessions parents/ guardians are provided with information and explanation about the bilingual, ESL and Dual language programs existent in NYC. Additionally, parents/ guardians are shown the video from the OELL where program placement options are presented with clarity and objectivity in the appropriate language. The parents/guardians are then given the opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule as make-up sessions are offered within the mandated timeframe. In the event there are parents/guardians who do not speak English, we offer them the necessary information

in their mother tongue by using translator services available through the office of translation service within the DOE and in-house translations conducted by our bilingual staff. The parents/ guardians are told to read the survey, make their selection and return signed documents.

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 [\[see tool kit\]](#).)

All parents of newcomers are given the Parent Survey and Program Selection form prior to the Parent Orientation session where they will take their time to fill it out after having been given all the necessary information to make an informed decision in selecting the program that will best suit their children's needs. We have always had a 100% return on all Program Selection forms. Copies of the above mentioned forms are stored by our ESL teacher, Andreea Calin in an ESL compliance binder and the original in the students' personal files. If there are parents/guardina who do not speak English, they are offered translated Program Selection forms if available on www.schools.nyc.gov, if not available we hire a translator or use our biligual staff to help them make an informed decision. Additionally, our ESL teacher, Andreea Calin generates letters of transition and continued entitlement and sends them out to parents to let them know of their child's proficiency level and placement for year.

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.

Our ESL teacher, Andreea Calin coordinates orientations and delivers information to the parents/guradins in a timely manners. Our goal is to provide parents/guardians fo ELLs with the opportunity to make an informed decision and to empower them as the main decision-makers in this process. Parents are also advised that they can request to go to another school that provides a program that we may not offer. As mentioned above, copies of all letters and forms are stored by our ESL teacher, Andreea Calin in an ESL compliance binder while the original is stored in the students's cummlative files. When we receive the parent selection form from a parent of a new admit, we input the information the the ATS using the code ELPC no later than 20 days after receipt.

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.

NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels (beginning, intermediate and advanced of ELLs). It is administered once a year in spring. It is the only approved test for measuring LEP students' level of English proficiency. It determined whether or not the students continues to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components of the above-mentioned test (speaking, listening, reading and writing) by administering them in the following sequence within the mandate timeframe: speaking, listening, reading and writing, and by keeping track of their attendance and offering make-up sessions. Before administering the NYSESLAT, our ESL teacher Andreea Calin, runs the RLAT and RLER codes in the ATS and carefully reviews them to make sure that all entitled ELLs will be administered the test. In addition, our ESL teacher uses the same codes to make sure that all ELLs receive their mandated hours of ESL services. At the beginning of the school year, the parents of students who achieve proficiency are informed by being sent the Non Entitlement/ Transition letter home by the ESL teacher. Those who have not tested out of the NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in an ESL compliance binder.

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. 

After reviewing the Parent Survey and Program Selection froms for the past few years, the trend is that all of our parents (2 this year and 3 from 2011) have requested their child to be placed in the English as a Second Language program offered by our school. Additionally, some parents seemed not to like the idea of having their children placed in a bilingual program. Thus, the program offered at our school is in perfect alignment with our parent requests.

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])?

Brooklyn Community Arts and Media High School implements a Freestanding English as a Second Language program. The organizational model we implement is a combination of push-in, pullout and self contained and the program model is heterogeneous. All ELLs regardless of their proficiency level have one period of self-contained ESL a day plus an advisory/ESL class which meets every Monday, Tuesday and Thursday. All these classes offer the 180 minutes mandated for advanced ELLs. Additionally, beginners ELLs will be offered more ESL classes in a pullout setting so that they receive their mandated 540 minutes every week. Moreover, intermediate ELLs will be offered pushin assistance during their Geometry and College Math classes receiving thus 360 minutes of ESL per week.

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)?

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

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.

The primary goal of this program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher, Andreea Calin and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

Teachers differentiate content area instruction by providing visual aids, realia, math manipulatives, using total physical response, flash cards and bilingual dictionaries. Vocabulary plays a paramount role and it is provided to students when pre-reading is facilitated. When possible ELLs are provided with books in their native language to facilitate understanding of the content area taught.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated in their native language through the Spanish LAB when first enrolled. Additionally, translated versions of the Regents exams are ordered when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In our ESL program we teach lessons with strategies that allow students to process information through multiple modalities. Thus, for Speaking, we provide opportunities for our students to talk about their learning by using Think-Pair-Share, Save the Last Word for Me, Take a Stand or other structured discussion strategies. For Listening, we guide students through all types of media such as podcasts, videoclips etc. For Writing, we create time and space in our ESL classes so that students can use writing as a reflective, clarifying experience when reading. Additionally, we also engage them in quick writes, letters to selves, personal learning statements etc. For Reading, our students are provided with ample opportunities to tackle this modality as well by exposing them to different types of texts such as informational as well as narrative. Students are asked to compare and contrast, to describe, to identify the cause and the effect etc.
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).

Plan for SIFE:

We currently have no SIFE, but in the event we would have the following strategies in place: intervention would serve as an extension of the regular school program, grade appropriate instructional support materials, differentiation of instruction in all areas.

Plan for newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

A formal student orientation, meeting with administration, buddy system identifying a similar student in his/her class that will assist during the day, students will participate in the seminar classes offered by our school and extended day activities. Additionally, they are provided with an array of strategies and materials in a pull-out setting to aid their instruction: scaffolding picture dictionaries, photo cards, realia, manipulatives etc.

Plan for ELLs receiving service 4 to 6 years:

After school academic centers targeting reading and writing, monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Plan for long-term ELLs:

Our action plan for this group of ELLs who based on their NYSESLAT, ELA and Math test tend to struggle with reading and writing the most includes: using formative assessment to guide instruction, focusing on building students' oral and written academic language, encouraging primary language development.

Plan for former ELLs:

The progress of students making the transition out of ESL classes is closely monitored. Additionally, former ELLs continue to receive testing modifications on Regents exams for two years after they achieve the proficiency level on the NYSESLAT.

- 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?

ELL-SWDs are provided with modified texts and assessments based on level and group activities, time extension, grade appropriate instructional support materials - Ipads, laptops and computers in order to provide access to films and documentaries, use color coding and highlighting, provide visuals for emphasizing important points etc. Additionally, there is a strong collaboration between the ESL teacher and IEP contact person.

- 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?
We review IEPs regularly to ensure that students are programmed appropriately, and receive mandated modifications and support services as well as their mandated ESL classes.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Science:				

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

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



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.

All of the interventions services in our school are offered in English.

ELA:

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

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

Math:

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

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

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

The ESL program we implement in our school is very effective as students progress and some reach proficiency within 3 years. Last year we had 9 students who took the NYSESLAT and two of them tested out (one of which has been an ELL for 3 years), six improved their proficiency level and only one student stagnated. Additionally, in order to meet the needs of our ELLs in both content and language development we make sure that our content area teachers know the students' language proficiency levels so that they can structure activities to reduce the language load required for participation, to use language in multiple context, exposing students to vocabulary at the beginning of the lessons, engage the ELLs in whole-group, small-group and individual content related readings. Further, we use a variety of language functions (describing, explaining, reporting, drawing etc.) in the context of science, global history etc. All of the above-mentioned strategies make our ESL program effective and help 3 of our ELL triumph in their AP US history class.

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

As some of our ELLs tend to have a score lower for the reading modality of the NYSESLAT, we will look into acquiring the Achieve 3000 program.

12. What programs/services for ELLs will be discontinued and why?
We are not going to discontinue any of the services we currently offer our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs which include Academic Centers that meet twice a week where students who struggle in classes are given extra support. These sessions often are used to focus on skills and competencies important on Regent exams. We also have strategic Regent Preparatory sessions during after school times as we near Regent exams dates. Additionally, there are numerous extra-curricular activities available to all BCAM students, including ELLs. These seek to foster further inclusivity into our school and include: competitive Athletics providing a range of team opportunities for young men/women PSAL basketball, football, track and soccer clubs; extra-curricular clubs/advanced academic courses; student council, College Now, Diamond Squad, design club, Reel Films;
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Our certified ESL teacher, Andreea Calin uses a variety of instructional materials in order to better support our ELLs' needs. Thus, Milestones Introductory is used to teach newcomers and low-beginning students survival language as well as the beginning academic skills that they need to navigate through their school environment. Alongside this program, we also utilize the online Reading Horizons program which teaches phonics in an explicit, systematic and multi-sensory fashion. As students build these foundational skills, this program layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. We also use Azar grammar books to give extra support in grasping language. Our intermediate and advanced ELLs are exposed to teacher-made common core aligned unit plans which give ELL the extra support they need to obtain a passing grade on their ELA regents.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our ESL program native language support plays a paramount role thus, ELLs are given dictionaries and glossaries to use during their classes as well as the option of writing their responses in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All the materials we use are not only grade appropriate, but also aligned to the new common core learning standards. Students are required to build on their language acquisition by creating word walls, using National Geographic as a tool for learning. Also, when scaffolding language and using graphic organizers, our teachers are mindful of the differentiation strategies needed for each individual student.
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.
BCAM provides summer orientation for all newly enrolled BCAM students, including ELLs. This orientation includes immediate modelling and experiences in school academic experiences, school culture, and Advisory as well as presentations to students/families about expectations, rules and school systems. When needed, we utilize our bilingual staff to translate for parents of ELLs or hire a translator.
18. What language electives are offered to ELLs?
There are no language electives offered to ELLs. However, our advanced and intermediate 10th grade ELLs take Spanish classes.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

BCAM Staff Development seeks to create ongoing and systematic opportunities for emphasis on Common Core standards and high impact differentiated and academic language development strategies. Our PD program includes: PD pods where teachers are given the opportunity to choose the PD pod they are interested in and then rotate. Our teachers have ample opportunities to attend professional conferences and workshops; once-weekly departmental meetings around department -specific curriculum, instruction, students support; once-weekly grade-team meetings around grade-specific curriculum, instruction, student support; a critical-friends structure of peer work together around curriculum, instruction and student support.

ELL professional development takes place through a number of different methods. Our ESL teacher, Andreea Calin attends conferences and workshops offered through the Office of English Language Learners.

In order to assist ELLs as they transition from middle school to high school, we have advisory classes which are a primary component of student support. Advisory-Fam ensures that all students develop trusting relationships with a key current-grade adult staff member each year. Advisory is a place where students are provided with support for personal and professional development and post high school and college planning development.

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. As we believe that the best model of educating and preparing our students for successful young adult life is through constant communication and collaboration between home and school, the following things are in place:

BCAM families are automatically members of our student's Advisory- Fam group, and invited to meet regularly to engage in workshops related to topics of parent importance.

BCAM families are invited three formal times to meet with student's Advisors and teachers to discuss academic and social progress.

BCAM families are encouraged to tutor and support BCAM enrichment programming.

2. Our school has partnered with a lot of agencies and Community based organizations such as: Pratt Institute of Art, Institute for Student Achievement etc. Additionally, we have an annual gala where our students' success is celebrated.

3. Our parent coordinator closely assesses the DOE survey and outreaches families to discuss academic and behavioral levels of students. Our social worker and bilingual aide are available to meet with parents, answer questions and guide them through the high school educational, social and emotional experience.

4. BCAM seeks to provide many opportunities for ELL families, just like all BCAM student families to participate in their student's education. They include: BCAM families are required to attend grade conference 3 times annually; receive quarterly grade reports 4 times yearly, and mid-quarter progress reports also 4 times for a total of 8 grade reports each year; committee participation in form of BCAM School Leadership Team and BCAM Parent_Teacher Association; having full, daily access to our electronic grade and students progress system, Skedula. Parental involvement activities address the needs of the parents since they are part of our school and we work closely together toward their children progress and success.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K412 School Name: Brooklyn Community Arts and Media H

Cluster: Groll Network: 404

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

Part A: Needs Assessment Findings

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

Parents are surveyed at registration, start of school orientations through phone calls to families and via letters in order to identify language preference. These forms are reviewed together with the blue cards available in the main office in regards to students' needs and home information. Brooklyn Community Arts and Media high school also uses ATS report to identify all home languages using the UPPG code, HLIS for newcomers in addition to ethnic report and UPCO code.

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

All our new families participate in a full school orientation before students begin school. They meet with administration, counselors, and parent coordinator where their language needs are assessed.

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

Part B: Strategies and Activities

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

Our school provides written translation services for all required school documents. We will first create a mechanism to utilize staff (we provide in-house translation in Spanish as we have bilingual staff) and parent volunteers. If this system becomes overly inefficient or problematic, we will switch to the DOE's translation services process. We will procure the forms we need from the website the Office of English Language Learners and/or Language Translation and Interpretation Unit website and sent the forms home.

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

Our school provides oral interpretation/translation services in-house by school staff, as well as parent volunteers. Also, recorded messages are provided in both English and Spanish.

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

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