



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES
DBN (i.e. 01M001): 15K448
Principal: ALYCE BARR
Principal Email: ABARR@SCHOOLS.NYC.GOV
Superintendent: TAMIKA MATHESON
Network Leader: ALISON SHEEHAN

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
Alyce Barr	*Principal or Designee	
Stephen Simons	*UFT Chapter Leader or Designee	
Anthony Van Dunk	*PA/PTA President or Designated Co-President	
Edward Kelly	DC 37 Representative, if applicable	
Amanda Martin Lawrence	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Beth Mowry	Member/ UFT	
Marcia Martin Lawrence	Member/ Parent	
Eddie Edwards	Member/ Parent	
Marilyn Doore	Member/ Parent	
Cynthia Smith	Member/ Parent	
Amanda Boege	Member/ Assistant Principal	
Jacqueline Bailey	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

All teachers will plan and implement two high quality LE and/or case studies aligned to CCSS.

In math, teachers will plan and implement high quality math tasks that push students to problem solve, think independently and explore multiple possibilities in developing their fluency.

Comprehensive Needs Assessment

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

This past year, we made good strides with each teacher planning case studies and expeditions. This work will continue with each teacher continuing to plan two high quality learning expeditions, case studies and/or rich math problems. Expeditions are at the core of Expeditionary Learning and will lead to further engagement for students, which will ultimately lead to great student achievement. The implementation of the LE, CS and rich math problems is inconsistent at best, and with this goal, the hope is that all teachers will implement consistently and of high quality. Inter-disciplinary expeditions support students in seeing the interconnections in their learning, so where possible, teachers will work together to co-plan expeditions and/or supporting case studies.

The rich math problems will allow math teachers to go deep with their CPM curriculum and also in support of the new language Expeditionary Learning is using for deep math work.

Alignment with DOE Measures:

EL Best practices (strong teaching and learning through Expeditions is aligned with Teacher Eval. Rubric – Domain 1, 2, 3 and 4)

Citywide Expectations:

- Ensure curricula are aligned to standards in all content areas
- Organize the school to meet the needs of all students (Leveraging Grade Teams for student success)
- Students will experience rigorous instruction
- Teacher/teacher teams will continue to plan/imbed skills and assessments aligned with CCSS.
- School leaders will actively support teacher growth

Instructional Strategies/Activities

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

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

Research shows that Learning Expeditions improve student engagement by connecting all demographics to contextualized real world problems and incorporating challenging content and CCSS tasks.

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

All staff, Lead Teachers, Principal, Assistant Principals

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

Fall and spring review of plans,

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

Start: September 2013 we will offer PD for staff on developing expeditions, do fall and spring written feedback on their expedition plans and provide feedback during regular classroom observations.

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

Expeditions, Case Studies and rich math problems that actively engage students in learning.

This means

- a. I can identify a compelling Expedition or Case Study topic in my content area and across content areas.
- b. I can align NYS standards, CCSS, and learning targets to the case study / Expedition topic.
- c. I can identify a compelling guiding question and big ideas across the disciplines.
- d. I include opportunities for Fieldwork, Service, and Experts in my class (to promote authentic experiences)
- e. I can self-assess my Learning Expedition, case study and/or math problem plans using EL Criteria.
- f. I can plan backwards from my product in creating daily lesson plans.
- g. I can create Expedition Overview documents that include:
 - Title and Summary
 - Guiding Questions
 - Case studies with skills and content standards and their correlated Long-term and supporting Learning Targets
 - Projects with products identified
 - Connections to Community and the larger world (fieldwork, service and experts)

Teacher Target 2: I can implement LE, CS, and rich math problems.

This means:

- a. I can use BBK structures to help my students develop the necessary background knowledge on a topic so that they can comprehend grade-level or above texts.
- b. I can follow the calendar I created in my expedition, case study or math problem planning.
- c. I can use a variety of lesson plan formats for my instruction (5 E, Workshop 2.0, 1.0, etc.).
- d. I can plan and co-teach with my co-teacher.
- e. I can consistently and effectively design lessons to include strategic questions that promote critical thinking and extend student understanding of the skill or concept at hand.

Teacher Target 2: I can support students in creating high quality authentic products.

This means:

- a. I can identify all of the steps that are needed in order to produce a high quality product.
- b. I introduce the product at the beginning of the Learning Expedition, Case Study or Math Problem.
- c. I use a rubric to clearly communicate product criteria.
- d. I use models of strong and weak work to develop a picture of quality for the product.

- e. I teach focused revision and provide descriptive feedback.
- f. I can pre-assess students' skills that will be used during product creation
- g. I can use technology to address multiple modalities in supporting students.

Leadership target: We can support teachers in planning and implementing Learning Expeditions, Case Studies and rich math problems.

This means:

- a. We can use our observation process (pre, post, etc.) as a way of checking in on timelines, quality of expedition, work towards product, etc.
 - b. We can design and implement PD that helps teachers understand Criteria for Quality planning and implementing, including an EL 101 for new staff.
 - c. We can establish a school-wide calendar for products to help teachers and students with their planning.
 - d. We can support planning with finding resources, materials, experts, fieldwork, etc.
1. We can model EL practices during meetings, PDs, and other structures.

Structures:

- Calendar for team time, department time, PD for whole faculty (that includes specific work time, connection to WP)
- Pedagogical Leadership Team Meeting (Department chairs, Alyce, Scill, Jesse, Karmela)
- Leadership team meetings (Karmela, Jesse, Vincent, Scill, Alyce)

- Department Meetings
- Whole school PD focused on LEs/CSs
- New Teacher PD
- Grade level meetings
- Celebrations of Learning at end of LE

Leadership Actions:

Alyce, Scill, Amanda will:

- Focus conferences with teachers on curriculum mapping for Learning Expeditions, Case Studies and rich math problems
- Creating time for planning of LE and specifically PD calendar
- Clarify for faculty, consistently and continuously message, how LE connect to Danielson
- Celebrate successes
- Modeling EL practices for faculty

Alyce will:

- Regularly publish expedition news (using existing media tools) – to celebrate successes, reach out to families, etc.

Jesse Lumsden will:

- Meet with every teacher to focus conferences on supporting teachers with planning and implementing LE, CS and math
- Will support teachers to integrate CCSS skills into their expeditions
- Will create a schedule for 'office hours' to meet with teachers
- Coordinate PD cycles with leadership team
- Coordinate, create, post and maintain expedition calendar for whole school
- Coordinate critique sessions for LE
- Creation of internal documents (and getting them to people) for planning
- Prioritize the components of LE for order of implementation
- Clarify for faculty, consistently and continuously message, the culture of revision
- Clarify message to what is high quality

Karmela Hererra will:

- Coordinate training, modeling EL practices, for new teachers with Amanda and Jesse
- Support teachers to find resources and in using EL Commons

Department Chairs will:

- Coordinate revision processes to give feedback on the LEs, CSs, math problems

Grade team leaders will:

- Plan and facilitate grade team meetings, using protocols and structures to support expedition planning and revision

Aurora Kushner will:

- Model EL practices in PDs
- Co-create PD cycles with PLT (based on Work Plan)
- Support PLT with a shared understanding of Criteria for Quality

EL resources

EL Commons for LE

Visit to Marsh to see boardsAurora works with Jesse to create PD cycles to support Les

Data Points – for checking progress

- Documented LEs, CSs, and/or rich math problems on EL Commons (GSI = qualitative capture - learning expedition/case study)
- Documentation Boards at school
- Product creation that is linked to the focus of the LEs, CS – specific products will be collected to be scanned
- Observation notes
- Public expedition calendar mapped with products
- PD cycles and notes
- Curriculum maps
- Grade team, department team notes that include self-assessments, peer-assessments of work – culture of revision

Inc. in MS ELA and Math scores (GSI)

Inc. in PBAT pass rates (GSI)

NYC School Survey: (GSI)

- Inc. Academic Expectations
- Inc. Engagement

SLC participation rates

EL Implementation Review Scores

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Recruit parents as experts for Learning Expeditions; recruit parents to sit on panels, do parent workshop on PBATS

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

All teachers will use learning targets and assessments for learning in quality lesson plans that help students engage in, reflect on, and take responsibility for their learning.

During at least 50% of observations, students, when asked will be able to explain the learning target and how they and their teachers will know if students met that target.

Comprehensive Needs Assessment

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

Observations revealed that though teachers use learning targets across the school, the clarity and use of targets is inconsistent. In particular we saw that some were vague and it was not possible to assess whether students had met them.

By supporting students to take responsibility for their learning, teachers will focus on using Assessments for Learning and Learning Targets throughout their lessons. This focus will bring intentionality to the lesson instruction and push teachers to make use of student-engaged assessment practices. This responsibility will allow students to help students engage in, reflect on, and take responsibility for their learning. Assessments for Learning strategies will help students improve their understanding and skills at the outset of learning and during the process of learning.

Alignment with DOE Measures:

Citywide Expectations – summary:

- Prepare: Set up to meet higher standards
 - Ensure curricula are aligned to standards in all content areas. (QI 1.1, 2.2) 3
 - Prepare to implement a new system of teacher evaluation and development. (QI 4.1, 4.2)
 - Organize the school to meet the needs of all students.
 - Establish an instructional focus. (QI 1.2, 3.1, 3.4)
 - Ensure school time is used strategically. (QI 1.3, 4.2)
 - Plan for both short-term and sustained professional learning experiences. (QI 1.4, 3.1, 4.1, 4.2)
- Implement: Move students toward meeting higher standards
 - Students: Experience rigorous instruction. (QI 1.1, 1.2, 1.4, 3.4)
 - Teachers: Shift classroom practice. (QI 1.2)

School leaders: Actively support teacher growth. (QI 1.2, 4.1, 4.2)

Instructional Strategies/Activities

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

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

Research shows that clear expectations increase student performance including that of underperforming students. BCS Pedagogical leaders will conduct PD around these learning targets for staff:

Teacher Target 1: I can consistently and effectively use learning targets during instruction to promote student ownership of learning.

This means:

- a. I can craft quality academic learning targets that are:
 - i. Derived from national or state standards

- ii. Written in student-friendly language
 - iii. Measurable
 - iv. Specific and contextualized
 - v. Descriptive of the intended learning
- b. I can introduce the target with students so they understand the goal and context of the lesson, and how it fits to other lessons within Learning Expedition, Case Study and/or math problems.
- c. I can create lesson plans that demonstrate my use of LTs throughout the lesson.
- d. I can synthesize my lesson using the learning target.

Teacher Target 2: I can strategically select and use multiple formative assessment strategies on a daily basis to help students engage in and take responsibility for their own learning.

This means:

- a. I can use a variety of Checking for Understanding techniques.
- b. I can group students purposefully, depending on readiness, interest, pre-assessment data, etc.
- c. I can help students self-assess throughout the process of learning. A variety of methods are employed (e.g., journals, tracking charts, learning logs).
- d. I can consistently provide quality oral and written descriptive feedback as formative assessment (e.g., directs attention to intended learning, focuses on a limited number of misunderstandings, prompts students to think rather than simply make corrections). Feedback occurs during learning and does not act as an evaluative score or grade.

Leadership target 1: We can support teachers in creating high quality learning targets and using them in their daily instruction.

This means:

- a. We can use Quality Criteria to peer-critique and give feedback on LTs.
- b. We can establish school-wide consistencies in how lessons will be synthesized (and the use of the learning targets).
- c. We can lead an inquiry cycle on the synthesis of the lesson, so that teachers build a depth of knowledge on how to use LTs.

Leadership Target 2: We can support teachers in using a variety of Assessment for Learning Strategies and using that data to support all students.

This means:

- a. We can support teachers to ask the questions (during pre-, post-observations)
 - i. What are students learning?
 - ii. How did they do with their learning?

iii. How do you know?

b. We can design PD cycles to help teachers understand the variety of AfL strategies they can use and how to use the data.

1. We can organize classroom visits for teachers to see colleagues use LTs and AfL strategies

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

Principal, Assistant Principals, Lead Teachers, EL and TCRWP staff developers and all teachers

Structures:

- Department meetings (MS/HS)
- Team meetings
- Whole school PD
- New teacher PD
- Calendar for APTs
- PLT, LT

Leadership Actions:

Alyce Barr, Scill Chan and Amanda Boege will:

- Coordinate PD cycle about LTs and AfLs
- Coordination between observation process and feedback regarding LTs and AfLs.
- Feedback on APTs

PLT will:

- Clarify how departments will work to support WP goal

Department Chairs will:

- Support teachers in critiquing and revising LTs
- Support teachers with selecting AfL
- Support teachers in using AfLs to inform instruction
- Align department meetings to workplan

Amanda Boege and Aurora Kushner will:

- Create a lesson plan template for teachers to use

Karmela Hererra will:

- Support teacher-teams in effective co-teaching strategies (modeling, PD, inter-visitations)
- Support new teachers (new teacher PD)

Jesse Lumsden will:

- Writing continuum work for MS teachers (TC) – peer and self assessment critiques
- Introduce Argument Writing Continuum and Information writing continuum to MS content teachers to align expectations for high-quality written work
- Creation of consistent student self-tracking systems
- Revise the existing PBAT rubric to align with these TC rubrics so we are consistent, 6-12, and with the CC

Aurora will:

- Work with department leads to create menu of Af;L options (CPM, EL, etc.)

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

1. Lesson plans with clear LTs and AfLs (aligned with Danielson)
2. APTs
3. Observations notes from walk-throughs (Alyce, Scill, Amanda, Jesse, Karmela, Aurora)
4. Discussions and notes from PLT meetings to reflect on observation notes
5. PD cycles – notes
6. Student self-tracking systems (LTs)
7. Menu of AfLs – work with departments (notes)
8. Student ownership will be tracked during their SLC reflection – written and speaking about their work.
9. Walk through data that captures LTs and debriefs/AfLs

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

Beginning September 9, 2013 – May 2014, includes mid-year huddle and quarterly check-ins to assess progress as well as informal assessment at weely PLT meetings

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

See A and B.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Discussion of how assessment works during all Student Led Conferences (2x per year). Parent workshop on assessment.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

All students will increase and maintain their positive Habits of Work and Learning (as measured by HOWL scores) to support high academic achievement. 10% of students will show an increase in HOWLs grades from the first quarter progress reports to end of year grades.

Note: HOWLs are graded P (pass), F (fail) and 95 (exceeding standard). To show increase a student would need to move from the failing category to passing or from passing to 95.

Comprehensive Needs Assessment

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

We are trying to raise course passing rate and decrease rate of suspensions and classroom removals.

Students will use Habits of Work and Learning and the Core Values throughout the day to support academic achievement and character expectations. Currently, teachers have owned the process for students, sometimes feeling that teachers are working harder than students. The hope with this goal is that students can take more ownership with HOWLs and their academic success, which will lead to more buy-in to the school and the core values.

Ties to Teacher Eval. Rubric – Domain 2, 3, and 4

Citywide Expectations:

Create systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments.

Teacher Target 1: I can use Habits of Work and Learning in my classroom and/or crew to support high academic achievement and character expectations.

This means:

- a. I can name and explain school-wide specific behaviors to hold students accountable.
- b. I can intentionally teach HOWLs.
- c. I can support students to articulate the link between HOWLs and future success in school, career and life.
- d. I can assess HOWLs separate from academic content and skills mastery.
- e. I can communicate to students their progress with HOWLs.
- f. I can recognize and celebrate positive habits.
- g. I can regularly and consistently check-in with students on their HOWLs and academic success.

Teacher Target 2: I can use Core Values in my classroom and/or crew to support high academic achievement and character expectations.

This means:

- a. I can recognize and celebrate positive behaviors.
- b. I can consistently refer to Core Values and explain how they support expectations.
- c. I can teach crew units that support the needs of my crew and helping them develop strong character traits.
- d. I can support my crew in becoming more self-directed, in service of the Core Values.
- e. I can support my crew to analyze how their HOWLs impact their content grades.

Leadership Target: We can support teachers to implement consistent HOWLS and Core Value classroom and crew curriculum.

This means:

- a. We will define and support the development of crew units aligned with HOWLs and Core Values.
- b. We will provide feedback on crew (to crew leaders.)
- c. We will name specific expectations for crew leaders aligned to HOWLs and Core Values.

We will support a system to grade and track crew character and work habit development progress.

Instructional Strategies/Activities

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

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

1. Young Men’s Initiative and Be The Change (Morningside Center)

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

1. Beth Mowry – crew leadership
2. Taron Williams _ Young Men’s Initiative
3. Guidance Team

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

1. Student HOWLs grades
2. HOWLs tracking forms in school
3. Report cards
4. PD cycles related to crew, habits, growth mindset
5. SLCs, narrative feedback (circles)
6. SLC participation
7. Academic progress as connected to HOWLs (graph LT scores against HOWL scores)

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

6. Fall 2013 – June 2014

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

Structures:

- Crew
- Common HOWL scoring guide/rubric
- HOWL tracking in crew/class

- CCC
- Morningside

Leadership Actions:

Vincent Stimpson will:

- Develop a quarterly calendar to reward good behavior and strong HOWLs
- Work with Aurora Kushner to develop crew curriculum, with focus on BCS Core Values, HOWLs (growth mindset) and academic tracking.
- Supporting teachers with connection between academics and HOWLs (growth mindset)
- Walk throughs during crew (with Aurora when on site)
- Provide PD on crew to students and teachers
- Systems to grade crew
- Bulletin boards – HOWLs, character traits

Alyce Barr, Scill Chan and Amanda Boege will:

- Walk throughs during crew (with Aurora when on site)
- Staff PD on growth mindset

Culture and Character Committee will:

- Support tracking of HOWLs and academic progress
- Creating structures/systems and supporting students to own the process of tracking and reflecting on progress (in crew)
- Creating connection between habits and academics
- Revise SLCs to be grade-specific to be aligned to HOWLs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Discuss HOWLs in all SLCs, engage SLT/PTA in annual review of HOWLs

Budget and Resource Alignment

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

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

YMI Grant from Office of Youth Development

Goal and Action Plan #4

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

Annual Goal #4

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

Middle grade students will increase performance in ELA and math. At least 10% of Middle School students will move up one level on ELA and/or Math State exams.

Comprehensive Needs Assessment

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

- Data from 2012-13 (MS students passing the State Math Assessment at a rate of only 6% and the State ELA Assessment at a rate of only 16%, and in HS, a total PBAT pass rate of 79%)
- Needs assessment for ELA indicated that our students need to improve their abilities to state claims and use evidence as well as increase stamina for independent tasks.
- Needs assessment for math indicated that students needed to increase their math based academic vocabulary and stamina.

Instructional Strategies/Activities

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

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

- Focus more deeply on Expeditionary Learning curriculum case studies, expeditions, and rich math problems will help to increase students' learning and skills. Our school Work Plan names this as its first goal.
- Work closely with staff developers from Teachers College Reading and Writing Project, National Council of Teachers of English (NCTE), and College Preparatory Math (CPM) to embed high quality ELA and math specific instruction within our EL approach to learning.
- Focus Fall department meetings on analysis of test data and creation of action plans to be implemented in the classrooms.
- Use period 9 to provide targeted academic intervention to small groups of students.
- Align teacher resources to provide more instructional support in needier classrooms.

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

- EL School designer as well as our lead teacher will work closely with individual staff members on expeditionary curriculum. They will also lead regular whole staff PD.
- TC and CPM Professional development and on-site support.
- Department heads and use of department time.
- Teachers identify small groups, parent coordinator assists in ensuring family buy-in for the extra help.
- Principal and Assistant Principals conduct regular walk throughs and observations and analyze test data as well as there data sources such as reading levels and align teacher schedules to provide extra push-in support for our neediest middle school students.

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

1. Two expeditions of case studies included in each curriculum. Assessment planning tools used to identify key learning targets. Submitted in October and January. Feedback giving by leadership team. Month work time with EL school designer available year long. Monthly EL PD year long. Select teachers will attend external EL PD.
2. TC and CPM will be fully implemented in all middle school classrooms. Support from department heads and lead teachers as they run weekly meetings and push in to provide peer observation and feedback.

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

- Weekly department meetings set goals and instructional priorities for the year. Monthly implementation plan for incorporating academic vocabulary

into ELA and Math classrooms.

- Regular observation from administration. Re-alignment of staff supervision done in November to target teachers in need of extra support with curriculum planning and implementation of high quality lessons.
- In Fall after an initial assessment of data, teachers who had space in their program were assigned to targeted ELA and Math support. This support will stay in place year long

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

MS ELA students are programmed for 2 periods of instruction per day. Additional Saturday and afterschool programming will be added in the spring semester. Supervisors will meet separately with lead teachers and TC/CPM staff developers to make sure supervision and staff development are coordinated and congruent.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Invite parents and families to round tables and celebrations of learning so they are included in the learning process.
 - Use parents as "experts" in learning expeditions
 - Use student lead conferences to speak with parents about literacy and math strategies they can use in the hope to support in school learning
- Conduct parent workshops throughout the spring focusing on Math and ELA curriculum and skill development

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

--

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

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	In-class differentiation of assignments developed by Special Educator and ESL teacher; extension on deadlines; leveled/bilingual texts	Small group pullout (ICT classes break into two); small group tutoring in Pd 9; peer tutoring	During the school day; before school by appointment with teacher; afterschool during Pd 9 on Tues/Thurs
Mathematics	In-class differentiation of assignments developed by Special Educator and ESL teacher; extension on deadlines; leveled/bilingual texts; extensive groupwork; differentiated math classes (grade level and advanced)	Small group pullout (ICT classes break into two); small group tutoring in Pd 9; peer tutoring	During the school day; before school by appointment with teacher; afterschool during Pd 9 on Tues/Thurs
Science	In-class differentiation of assignments developed by Special Educator and ESL teacher; extension on deadlines; leveled/bilingual texts	Small group pullout (ICT classes break into two); small group tutoring in Pd 9; peer tutoring	During the school day; before school by appointment with teacher; afterschool during Pd 9 on Tues/Thurs
Social Studies	In-class differentiation of assignments developed by Special Educator and ESL teacher; extension on deadlines; leveled/bilingual texts	Small group pullout (ICT classes break into two); small group tutoring in Pd 9; peer tutoring	During the school day; before school by appointment with teacher; afterschool during Pd 9 on Tues/Thurs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling	Small group or one-on-one	During the school day

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

8. 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.

All staff participate in weekly professional development that supports their development in pedagogy (using Danielson framework), action-research collaborative inquiry directed by Lead teachers, content within their departments directed by Department leaders, and adolescent development within their grade teams directed by Grade Team leaders. Recruitment and assignments are overseen by the school's Pedagogical Leadership Team which uses data about a particular staff member's strengths and weaknesses. Mentoring is also assigned to all new teachers (new to teaching, new to DOE, and new to our school) and mentoring interactions are logged in the official DOE database. Two lead teachers, along with admin, consistently check in with all new staff to gauge any problem solving or additional support needed to make sure we stay on top of retention concerns. We also partner with Teachers College and Expeditionary Learning for high-quality off-site PD and on-site PD which all staff participate in.

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).

All staff are required to create curriculum maps that align to the CCSS – all maps are proofread and undergo a cycle of review with a department leader and/or administrator. All staff experience PD that focuses on data analysis of the standardized exams (MS tests and ELA Regents) and come up with specific action plans for preparing their students to pass the CCSS aligned exams. Staff experienced two intense full PD days related to the CCSS where they planned curriculum that met the standards and understood the rationale for the higher expectations of the CCSS.

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 funds are used in coordination to support goals and to serve student with special needs, e.g. STH.

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.).

We have several decision making bodies at our school where staff and administrators make decisions about school policy, including our Pedagogical Leadership Team with four teachers and three admin who oversee assessment and PD elements.

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.

Beginning in Spring 2013, a UFT MOSL Committee formed and met both independently and with the Principal and Assistant Principals. Membes of this committee received DOE training and communicated with the full staff to make decisions regarding assessment.

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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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.

**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 15	Borough Brooklyn	School Number 448
School Name BCS		

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 Alyce Barr	Assistant Principal Scill Chan; Amanda Boege
Coach Karmela Herrera	Coach Jesse Lumsden Piscitello
ESL Teacher Michele Rayvid	Guidance Counselor Deb Rothenberg
Teacher/Subject Area Jacques Hoffman/Spanish	Parent Anthony Van Dunk
Teacher/Subject Area type here	Parent Coordinator Tracey Pinkard
Related Service Provider Sharon Pacuk/Speech	Other Joseph Klein/Social Worker
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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	1
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)	675	Total number of ELLs	33	ELLs as share of total student population (%)	4.89%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In														0
Pull-out							2	2	2	2	2	2	2	14
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	14
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	8

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10	1	1	15		7	8	0	5	33
Total	10	1	1	15	0	7	8	0	5	33

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	6	2	3	2	1		28
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French									1				1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	14	6	3	4	2	2	2	33

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)							2	0	0	0	0	0	0	2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	1	0	1	0	0	1	7
Advanced (A)							9	5	3	3	2	2	0	24
Total	0	0	0	0	0	0	15	6	3	4	2	2	1	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6				6
7	2				2
8	4				4
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	4		2						6
7	2								2
8	4								4
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	1		2						3
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		3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>PBAT Histo</u>	4		4	
Other <u>PBAT Scien</u>	4		4	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

BCS uses both the TCRWP and the Bader Reading and Language Assessment Inventory to assess the literacy skills of our ELLs. The data obtained from these assessments is used as a valuable tool for collecting and recording information about a child's oral reading and comprehension. This helps inform our school's instructional plan by giving us valuable categories of information to place students in groups and to plan for individual, small group and whole class literacy instruction. Data reveals that our ELLs struggle in reading comprehension, especially with main idea and inferential type questions. Furthermore, we have gleaned that most of our ELLs, in fact, have come to us with functional language in English, but lack conceptual skills in their native language. This presents significant challenges, as the linguistic abilities of our ELLs do not often match the needs of the classroom. We have found that our ELLs do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their second language. Yet, as the demands of the curriculum increase, beginning in middle school, our ELLs often struggle with the abstract academic language used in the classroom. Recognizing the stages of language acquisition that our ELLs go through, pre-production, speech emergence, intermediate level and advanced fluency, BCS teachers are able to align expectations with the appropriate stage of language acquisition. Additionally, our teachers recognize that, in the best of circumstances, acquiring academic language requires three to five years of instruction. That is why it is very difficult to move our ELLs from Performance Levels 1 and 2.

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

According to the results of the LAB-R and NYSESLAT, 24 out of our 33 ELLs are at the Advanced level of English language proficiency. Nine out these Advanced students are presently in 6th grade. Furthermore, our seven Intermediate students range from 6th to 12th grade. Our only two Beginning ELLs are in 6th grade.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The New York State Education Department has not clarified this yet. As soon as AMAOs are released, we will be in a better position to respond to this. In past years, however, patterns across NYSESLAT modalities as well as AMAOs affected instructional decisions, as BCS teachers were able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts based on the NYSESLAT levels of their students and the measurable gains that ELLs made on their New York State testing. Our classroom teachers are extremely knowledgeable about the performance of each of their ELLs and understand that every content lesson they teach is, indeed, a language lesson for ELLs in their classroom. With that in mind, teacher write lesson plans containing language goals as well as content goals. Furthermore, our teachers continue to put an emphasis on the teaching of reading and writing in order to help our ELLs meet the Common Core State Standards. Teachers devote a great deal of time modeling the strategies that strong readers need. Furthermore, students are immersed in rich literature discussions, as well as hands-on-experiences, giving ELL students, in particular, opportunities to examine ideas and thinking about narrative, expository and poetic texts. All our classroom teachers differentiate instruction for ELLs.

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?

Patterns across proficiencies and grades reveal that our ELLs with disabilities struggle to perform well on the ELA and Math exams, especially our long-term middle school ELL SWDs. Also, after analyzing scores of our ELLs in grades 6-8, we noticed that our ELLs face linguistic challenges in expository writing. In order to increase teacher capacity and quality, we have stepped up our professional development and support for ELA teachers through our affiliation with Expeditionary Learning, the Teachers College Reading and Writing Project and Teaching Residents at Teachers College. In the area of mathematics, BCS strives to ensure that ELL data is analyzed and teachers are well informed as to the performance of our ELLs. Our High School Director works closely with math teachers to provide rigorous instruction to our ELLs and assist in providing concepts and academic vocabulary related to math. Targeted small group intervention in math takes place throughout the day and after school. Math teachers are encouraged to take advantage of professional development focusing around the delivery of instruction to ELLs. Furthermore, analysis of the results of our diagnostic formative and

summative assessments helps BCS school leadership and teachers target areas of our curriculum and instruction that need improvement. As a member of the New York Performance Assessment Consortium, we use formative DY0 Assessment designed with the support of our partner, the Center for Inquiry. Our English Language Arts department leader is responsible for staying abreast of the Common Core Learning Standards for English Language Arts and for working with teachers to understand and utilize these standards in designing curriculum and assessment.

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](#).)

Our entire school uses data from our ongoing informal assessments to guide instruction for ELLs within the Response to Intervention framework. We all engage in end of unit assessments from the core curriculum, leveled running records, orthographic assessments and anecdotal notes. RTI navigates our entire school improvement process for all learners in order to reduce the number of students who experience academic and behavior obstacles. As a school, our teachers work together within the RTI instructional model to engage in ongoing informal assessments and monitoring that identify at-risk-learners. We provide appropriate academic intervention support for those students who are struggling with both academic and behavioral issues. We focus on what students can achieve and search ways to personalize instruction for all our learners, including ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our teachers make sure that a child's second language development is considered in instructional decisions. Our teachers have received PD in the stages of language development, pre-production, early production, speech emergence, intermediate fluency and advanced fluency, and they can match the stage of their ELLs with realistic academic expectations. Furthermore, our teachers understand that acquiring academic language in English can take five to seven years for an English language learner. Acquisition of social English, on the other hand, takes one to three years. Based on the research of Krashen and Terrell, our teachers understand how to level questions to match the language acquisition stages of their students. Our classroom teachers use these leveled questions in all the content areas, promoting student involvement and progress.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not Applicable

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

Our ELLs continue to make substantial gains on the New York State English as a Second Language Achievement Test, greatly exceeding New York State passing rates. In Spring 2013, 25% of our ELLs passed the NYSESLAT, achieving proficiency in listening, speaking, reading and writing. Although Brooklyn School for Collaborative Studies has an unusually small population of English language learners, we pride ourselves in the rigor of our ELL support. Our students continue to transition out of our program rapidly and meet the high standards set for all students.

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](#).) Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. When a student is first admitted to Brooklyn School for Collaborative Studies, parents are required to fill out a Home Language Identification Survey (HLIS). This enables trained school staff to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal oral interview is held with the family in the native language, administered by our New York State licensed ESL teacher with the assistance of one of our many dual language staff members,

trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered by our NYS certified ESL teacher, Michele Rayvid, to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish to children whose native language is Spanish by our NYS certified Spanish teacher, Jacques Hoffman. Our NYS certified ESL teacher administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.

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.
Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. Once a student has been identified as an English language learner, parents are notified of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator with the assistance of our ESL teacher. During the orientation, parents view a parent information DVD in their native language as well as receive translated materials about the three ELL programs available to them, Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are given the opportunity to ask questions and speak to our bilingual staff. At the end of the orientation, school staff collects the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator makes sure all forms are returned and properly stored in the main office. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.
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 [\[see tool kit\]](#).)
Our school ensures that entitlement letters are distributed and returned. At the end of the parent orientation, school staff collects the Parent Survey and the Program Selection form, indicating the program that the parent is selecting for his child. The Parent Coordinator, Tracey Pinkard, makes sure all forms are returned and stored in the centrally located main office for easy access throughout the school year. She personally contacts parents via phone and email. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within 10 days of enrollment, ELLs are placed in the appropriate program.
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.
Parents are informed that once the LAB-R is administered to their child, within 10 school days, they will be notified in writing in both English and their native language of their child's eligibility and placement in a program of their choice, if possible. Parents are told that our ESL teacher administers the LAB-R, a test that establishes English proficiency level. Those children that score at or below proficiency level become eligible for state-mandated services for ELLs. Our school makes every effort to stay in close contact with ELL parents through one-on-one meetings, phone conversations and informational packets, all translated into the native language. Furthermore, our ESL teacher and our Pupil Accounting Secretary update the ELPC screen in ATS within the first 20 days of school.
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.
After identifying the eligible ELLs through the ATS RLER and RLAT reports, our NYS licensed ESL teacher, Michele Rayvid, and our Test Coordinator, Alex Caputo, work together to plan the NYSELAT testing schedule and distribution of parental letters to inform families of this upcoming assessment. Teachers who administer and score the speaking and writing sections of the NYSESLAT attend a training sessions held by our Network. Our ELLs are tested on four separate days in separate grade levels. On the first day, the speaking assessment is administered by our Testing Coordinator and trained ELA staff. On the 2nd testing day, the listening section of the NYSESLAT is administered. On the 3rd day of testing, the reading section of the NYSESLAT is administered. On the 4th day, the writing section of the NYSESLAT is administered. All make-ups are completed within the mandated time frame.
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. 
Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, BCS offers a Freestanding ESL program with 100% of instruction in English. This has been the trend in program choice for the past few years. This program

model is aligned with parental requests. In both 2012 and 2013, 100% of ELL parents have requested Freestanding ESL for their children. We will build alignment between parent choice and program offerings by continuing to self monitor in order to honor parental 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])?

ELL instruction in our freestanding English as a Second Language program at BCS is organized through a push-in/pull out model in grades six through twelve. Whenever possible, ELL students are heterogeneously placed in one ELA class on a grade so that our ESL teacher can push into the ELA classroom to support academic language learning and collaborate with the ELA teachers on writing specific language goals as well as content goals for our ELLs. If there are ELLs needing an Integrated Collaborative Team Teaching or a 12:1 class, we also try to program our ELLs together so that our ESL teacher can support these students in a push-in model. Because our ELL population is so small, we are able to arrange schedules so that ELLs are either serviced within their ELA classroom or pulled out to the ESL room.
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)?

This schedule allows us to meet the linguistic needs of all our 33 ELLs and to comply with Part 154 mandates. Thus, our two 6th grade beginners and our five intermediates in grades 6-8 receive 360 minutes of ESL instruction per week. Additionally, our two intermediate high school ELLs receive 360 minutes of ESL instruction per week. All our advanced ELLs are provided with 180 minutes of ESL support per week. Moreover, our beginning and intermediate ELLs in grades 6-8 receive 90 minutes of English Language Arts per day and our advanced ELLs receive 45 minutes of ELA instruction per day in their classrooms as required under CR Part 154. Because our ESL population is so small, the number of instructional minutes our ELL students are receiving is easy monitored by our Principal, our Assistant Principals and our Parent Coordinator.
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.

Our ESL teacher works with our staff to support scaffolded classroom learning and differentiated instruction for our ELLs. Our Balanced Literacy approach follows the workshop model of Teachers College, which includes active engagement time for students to independently practice what they have learned during the mini-lesson. This rigorous standards-based instruction that meets the demands of the Common Core Learning Standards utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. In addition, our students experience the following consistent common teaching practices in all academic classrooms: explicit learning targets, research-based comprehensive strategies and discussion protocols for engaging in accountable talk. We believe that when ELLs are given appropriate school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers and that adolescents learn best when skills are embedded in big investigations of real-world problems. We design rigorous inquiry-based curriculum, resulting in students using real-world tools for discovery, analysis and expression of their learning. Technology and the arts are essential to our mission. Because we are an Expeditionary Learning (EL) School, structure and focus for our work comes out of EL's five core practices, Active Pedagogy, Learning Expositions, Culture and Character, Structures and School Leadership and Improvement. Our teachers work together in teams to design interdisciplinary curriculum, plan experiences to make sure we know our students well and support their growth in character as well as academic skills, and to carry out our school's transition to a Performance Based Assessment (PBAT) system, as we have recently become a Regents-exempt school. Our status as an EL school helps us to maintain coherent vision and continuous school improvement during a time of extremely dynamic growth and change for our school.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All entering Spanish-speaking ELLs are administered the Language Assessment Battery in Spanish when they first enter our school. Our New York certified Spanish teacher, Jacques Hoffman, administers this formal assessment. Because we are a DYO school, with a diverse population of Spanish, French, Cantonese and Arabic speaking staff, we are able to devise our own formal assessments to appropriately evaluate ELLs in their own native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Because we have such a small ELL population, it is easy to appropriately evaluate our students in all four modalities of English acquisition and keep records of student progress. Ongoing assessments in speaking, listening, reading and writing take place throughout the year. Our ESL teacher keeps detailed charts and records of these informal assessments, including anecdotal notes.

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).

Because BCS is a diverse learning community, our instruction needs to be differentiated. Our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process, and products. Instruction for our one 9th grade ELL SIFE student has been especially challenging. By making an individualized student needs assessment, creating an AIS plan that focuses on literacy and math and providing differentiation of instruction using grade appropriate instructional support and intensive native language support, this ELL student is achieving success. Similarly, BCS has a plan for ELLs in United States schools for less than 3 years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our buddy system pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our afterschool student run tutoring center and make social connections. Additionally, to prepare for the NYS ELA exam, our Newcomers are given individualized needs assessments, with an AIS plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLs receiving service 4 to 6 years involves intensive daily academic support for 50 minutes during lunch and for 50 minutes during Extended Day on both Tuesdays and Thursdays. Our Transitional Student Support plan ensures that ELLs who pass the NYSESLAT receive testing accommodations and ELL support for two years. Our plan for our Long Term ELLs involves creating individual needs assessments and creating an AIS plan that focuses on literacy and math.

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?

Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials that provide access to academic content and accelerate English language development. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELL-SWDs. Our Balanced Literacy approach follows the workshop model of Teachers College and our teachers provide scaffolds to enable our ELLs to process new information. This rigorous standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual dictionaries with accompanying workbooks, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and books on tape. To support use of the native language, our classrooms libraries contain many bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Furthermore, all our ELL-SWDs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. Furthermore, our IEP teacher monitors ELL scheduling to ensure that all ELL-SWDs receive all services on their IEPs and our Pupil Personnel Committee meets weekly to review all mandates.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. To maximize time spent with non-disabled peers, our ELL-SWDs participate in flexible programming, mainstreaming into regular classrooms as much as possible. For example, ELL-SWD students in a 12:1 setting may participate in one or more mainstream or ICT classes during the school day. Furthermore, one of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Integrative Collaborative Team Teaching Program. We began with one 6th grade ICT class more than ten years ago, and slowly expanded the program so that there are many more ICT classes in grades 6-12. All students, including ELLs, who need more continuous support than they receive in SETTs, but who do not require the intensive support of a smaller 12:1 classroom, now have an appropriate supportive classroom placement in our school.

With one 12:1 class, many more ICT classes, and numerous general education students receiving SETTS, speech/language support or occupational therapy support, we now have a larger number of ELL-SWDs. This year, fourteen out of our thirty three ELLs have their own Individual Educational Plans, reflecting their individual needs and goals. Our plan for these students has been collaboration between the ESL teacher, the classroom teachers and the IEP teacher to ensure that all our ELL-SWDs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong AIS structure. Our inquiry team has been studying the needs of our struggling math students, looking closely at students with IEPs who have lost ground in the past year. By understanding the challenges these students face, we believe we can help all our math students, including our ELLs.

Courses Taught in Languages Other than English 

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

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

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

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

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

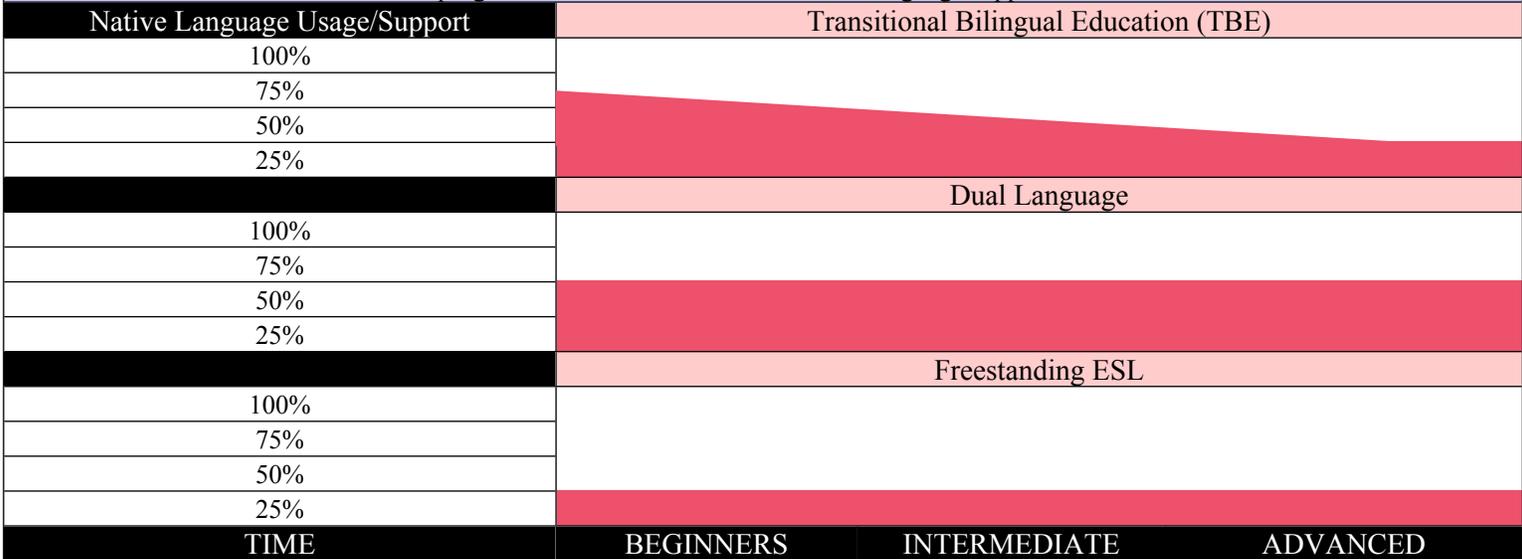
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.

BCS has comprehensive Academic Intervention for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services. BCS has daily crew/advisory, which focuses on academic support skills, including a heavy emphasis on reading assessment and raising reading levels through sustained silent reading. All students receive scaffolded reading support for independent reading from a teacher who documents their reading growth. Furthermore, our school requires struggling students to attend Extended Day on Tuesday and Thursdays afternoons during 9th period for small group academic support. During school vacations, we run academic programs, for example focusing on writing a research position paper for the social studies performance-based assessment (PBAT). Additionally, teachers offer academic support during the school day and after school. In the area of mathematics, BCS offers Extended Day Math and Math Peer Tutoring to small groups of students, including ELLs and transitional ELLs. Moreover, we have a program of selectives, in which all students, including ELLs, choose from a variety of classes that provide enrichment and acceleration, particularly in the areas of technology, math, science and the arts. Credit recover classes are also offered in lowered class size during the school day.

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

Our current program is very effective. According to our ongoing informal assessments, ELLs at BCS are making gains in literacy and math. Furthermore, our ELLs continue to make substantial gains on the NYSESLAT, greatly exceeding New York State passing rates. In Spring, 2013, 25% of our ELLs achieved proficiency in speaking, listening, reading and writing. Clearly, our ELLs quickly transition out of our ESL program.

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

For the upcoming school year, conversational English classes for Newcomers and English Regents prep for ELLs will be considered. We are also considering beginning a dual language program at our school in the near future.

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

There are no programs for ELLs that will be discontinued.

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

Our ELLs are afforded equal access to all school programs, both curricular and extracurricular. Our extensive after school academic support and peer tutoring program is open to all students, including ELLs, and offers small group tutorials in math, science, English language arts and social studies. Furthermore, targeted instruction in English Regents prep, PBAT support as well as ELA and Math test prep are offered to all students, including ELLs. Additionally, ELLs can participate in academic support during lunch and during school vacations. Our enrichment classes and our recovery credit programs are also open to all ELLs. Moreover, ELLs comprise a large percentage of our extracurricular Robotics Club as well as our popular after school hip hop classes. Our ELLs also participate in our vigorous Vocational Internship Program which links them to opportunities in their fields of interest.

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

The materials used in our Freestanding ESL program are aligned to the Common Core Learning Standards. This includes the use of high interest non-fiction texts and primary sources. Materials include native language sources and instructional technology to support both English and the mother tongue of our English language learners. As part of our Extended Day, newly enrolled LEP students receive native language support and instruction from our large bilingual staff. Recognizing that reading and writing in the native language supports the acquisition of English and that concepts learned in the native language strengthen language acquisition in English, BCS has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. In addition, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, concept maps, modeled writing and read aloud foster

academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, rubrics, student work and charts modeling correct language usage. Moreover, BCS maintains a state of the art computer lab with a smart board, and computers and smart boards are distributed in most classrooms throughout the school.

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

Because educators at BCS recognize that a child's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Additionally, the Spanish language and Latino culture are important parts of the school-wide curriculum and we take great pride in our yearly Latin Family Dance Party.

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

All required services support and correspond to ELLs' ages and grade levels. In the 6th grade, for example, ELLs receive support in writing narrative and literary essays aligned with CCSS RL 6.1, RL6.2, RL6.6 and W6.1. At the high school level, ELLs receive support in deepening the level of their writing in preparation for their PBATs in English, Math, History and Science as well as the English Regents.

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.

Brooklyn School for Collaborative Studies offers ELLs and their families many opportunities to ease the transition into our school. During the month of May, incoming students and their families attend orientation, meet our staff and visit our classrooms. In addition, our New Families Picnic, held in June in Prospect Park, enables new students, including ELLs, another opportunity to meet our staff and get to know other children who will soon be attending school. During the summer, classroom teachers welcome all of their new students with an introductory letter and school packet. These materials are translated into the home language of our new students. Furthermore, on the first day of school, BCS holds parent orientations. To meet the needs of parents of ELLs in their native language, we provide oral interpretation and translation services at all our activities, with the assistance of our dual language staff members and volunteers from our active parent body and community.

18. What language electives are offered to ELLs?

Spanish language electives and sign language are offered to all students, including ELLs.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. Professional development, provided by school staff, is a high priority at Brooklyn School for Collaborative Studies. Our ESL Teacher has recently attended a series of Differentiating Instruction for Language Development workshops at Bank Street College Graduate School of Education. In the recent past, she has also attended TC Calendar Days, Quality Teaching English Learners (QTEL) Workshops as well as Wilson Reading Program training. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Wednesday afternoon staff meetings, we continue to offer additional inquiry opportunities with a focus on support for ELLs in meeting Common Core Learning Standards. Furthermore, since our school embraces Expeditionary Learning, our entire staff engages in Expeditionary Learning PD sessions throughout the school year. This approach to curriculum ensures that all students, including ELLs, have access to college preparatory opportunities.

2. BCS staff members, including our ESL teacher, are offered comprehensive professional development and support as they engage in the Common Core Learning Standards through our affiliation with Expeditionary Learning, the Teachers College Reading and Writing Project, Teaching Residents at Teachers College, Morningside Center and Big History. Moreover, our ESL teacher attends the Bank Street Language Series, TC Calendar Days and monthly PD at our Network that revolves specifically around the CCLS and ELLs. At our weekly staff meetings, our ESL teacher is immersed in inquiry and Expeditionary Learning core practices that encourage academic rigor and support.

3. At our weekly Wednesday staff meetings, our Guidance Counselors and College Advisor provide staff with information about local high schools and colleges that specifically service ELLs as they transition from middle school to high school and from high school to college.

4. Our ESL teacher, in collaboration with our Middle School Director, licensed in ESL, and our Cantonese-speaking High School Director, trained in QTEL, provides professional development, including the minimum 7.5 hours of ELL training for our administrators and staff in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating instruction for our English language learners. Non-ELL teachers, paraprofessionals, School Based Support Team, our guidance counselors and our speech therapists also attend the training. As a community we examine our curriculum maps and learning targets and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs. Our staff well understands that for ELLs, every lesson is a language lesson as well as a content lesson.

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. Parental involvement is key to our mission and is supported by monthly letters, personal invitations to PTA meetings, our Parent Coordinator's direct contact with families and student-led Parent-Teacher Conferences. To inform this partnership, our teachers write descriptive progress reports and report cards and all families are scheduled for at least two 15-20 minute conferences each year with their child's teacher. Teachers and families also communicate regularly through email and phone calls and our Parent Coordinator keeps parents up-to-date on school news and events via email. Families are seen as unique resources for the entire school and are welcome in every classroom. Parental participation is encouraged, whether it is coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity or a contribution focused around an annual event such as the Curriculum Share. Our welcoming school environment celebrates diversity and encourages parent of English language learners, as well, to become part of our school community by participating in classroom expeditions, writing celebrations, parent workshops and school trips. Displays of student work outside all classrooms greet our ELL family members. In addition, parents of ELLs are invited into our classrooms to share their culture, language and life experiences. Parents of English language learners are a valuable resource within the classroom and often assist BCS teachers with classroom learning, musical performances, day and overnight trips, as well as serve as mentors for high school students. As required by Part 154, we offer Parent Orientation Workshops to parents of new ELLs in September and when necessary, throughout the school year. We also offer two other workshops, which address such topics as Homework and Study Skills and Understanding Your Child's Curriculum, to parents of ELLs during the school year. In addition to the mandated workshops, our Parent Coordinator offers workshops with topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home, Common Core Learning Standards and promotional policy. All ELL parents are invited to these workshops and translation is available as needed during these events.
 2. Brooklyn School for Collaborative Studies partners with several agencies and community based organizations that provide workshops and services to ELL parents and families. Our Guidance Counselors partner with Sunset Terrace Mental Health Center of Lutheran Medical Center to provide bilingual individual and family therapy. BCS also partners with VESID, a New York State agency that assists families of special education high school students with transition planning for post high school. Furthermore, our guidance counselors meet with parents of middle school students on high school selection. Also, our full time college counselor works with the families of students in grades 9-12 to ease the college admission process. Additionally, BCS offers building space to local community service providers.
 3. BCS evaluates the needs of the parents by involving them in decision making at every level, including hiring teachers. Furthermore, when teacher confer with parents during conferences in October and April, they relate parental needs to our administration. Our administrators use this information to address the concerns of families. Our Parent Coordinator, Tracey Pinkard, gathers anecdotal information from parents both informally and with a standardized parent needs assessment tool, and regularly follows up with families on concerns brought to her by teachers and administrators. Ms. Pinkard presents her gathered data to the Pupil Personnel Committee which then incorporates her findings into their agenda. Furthermore, during informal breakfasts, our Parent Coordinator interfaces with families and assists them in navigating the many supports offered by our school.
 4. Parental involvement activities address the needs of the parents by providing BCS parents a space to meet other families and come together to support and influence school decisions. Our school is governed by a coalition of parents and staff. Our Parent Teacher Association and School Leadership Team meet regularly. These meetings are open to all members of the school community, including parents of ELLs.

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: BCS

School DBN: 15K448

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alyce Barr	Principal		11/14/13
Scill Chan	Assistant Principal		11/14/13
Tracey Pinkard	Parent Coordinator		11/14/13
Michele Rayvid	ESL Teacher		11/14/13
Anthony Van Dunk	Parent		11/14/13
Jacques Hoffman/Spanish	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
Karmela Herrera	Coach		11/14/13
Jesse Lumsden Piscitello	Coach		1/14/14
Deb Rothenberg	Guidance Counselor		11/14/13
	Network Leader		
Amanda Boege	Other <u>Assistant Principal</u>		11/14/13
Joseph Klein	Other <u>Social Worker</u>		11/14/13
Sharon Pacuk	Other <u>Speech Provider</u>		11/13/14
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K448 School Name: BCS

Cluster: CFN-102 Network: 102

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

Part A: Needs Assessment Findings

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

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

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

Thirty-four BCS families have indicated a preference to receive school related correspondence in another language other than English. Thirty of these requests were for Spanish, two were for Cantonese and two were for Arabic. Subsequently, a memo was sent to all school staff relaying this information and identifying the thirty four families who have indicated a preference for written and oral communication in Spanish, Cantonese and Arabic. The memo explained how staff members will ensure that all communication is translated for these families and that a translator must be present at all meetings involving these families. The memo advised staff members to contact the Parent Coordinator to arrange for written and oral translation. Twenty additional BCS families have requested oral interpretation during Parent-Teacher-Student conferences. Eighteen of these requests were for Spanish translation and two requests were for sign language. Several weeks prior to Student Led Conferences, a memo was sent out to school staff requesting volunteers to assist with oral translation during Parent-Teacher-Student conferences. Our large in-house bilingual staff was able to accommodate all parental requests.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11,200

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