



**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**23K363**

**School Name:**

**BROWNSVILLE COLLABORATIVE MIDDLE SCHOOL**

**Principal:**

**STACEY WALSH**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 23K363  
School Type: Middle School Grades Served: 6-8  
School Address: 85 Watkins Street  
Phone Number: 718-495-1202 Fax: 718-495-1208  
School Contact Person: Stacey Walsh Email Address: Swalsh3@schools.nyc.gov  
Principal: Stacey Walsh  
UFT Chapter Leader: Dana Dodson  
Parents' Association President: Nichole Williams  
SLT Chairperson: \_\_\_\_\_  
Student Representative(s): n/a

**District Information**

District: 23 Superintendent: Mauriciere deGovia  
Superintendent's Office Address: 1665 St. Marks Avenue  
Superintendent's Email Address: mdegovi@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 103 Network Leader: Yuet Chu

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stacey Walsh	*Principal or Designee	
Dana Dodson	*UFT Chapter Leader or Designee	
Nichole Williams	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Talasia King	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Precious Wright	PA Treasurer/SLT/Parent	
Brenda Robertson	PA Secretary/SLT/Parent	
Linda Holder	PA Vice President/SLT/Parent	
Sharon Brundage	SLT/Parent	
Dawn Palmieri	Teacher/UFT/Staff	
Nyesha Shade	AP/Staff	
Noland Jack Scotland	Student Representative	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Brownsville Collaborative Middle School (BCMS) is designed to engage/re-engage middle school students in their education and to promote high levels of student achievement. BCMS does this by not only involving and empowering students in their education, but also fostering in students the intrinsic desire to learn, their sense of connectedness to their school, and their sense of belonging to a productive community. BCMS's culture is one of high expectations and strong support structures and is centered on collaboration among all members of the school community, including parents and community partners, in order to ensure that students are provided with a supportive and caring environment that promotes and fosters high levels of student achievement. All curricula are rigorous, standards-based, target essential learnings, and are heavily embedded with youth development themes; this supports both the academic success and social, emotional, and developmental growth of our students. Technology is infused into all courses and arts and enrichment education are bridged with academics in order to provide students with a well-rounded and relevant education that supports critical and creative thinking.

A strong layer of student support at BCMS are mentorships; BCMS staff members serve as mentors in sustained mentorships that span student enrollment at BCMS. Mentors are responsible for building and sustaining positive, trusting relationships with students, advocating for their students, and guiding and supporting students with goal setting, problem-solving, and the development of leadership, citizenship, independent, intradependent, and interdependent skills and progress. Mentors are also responsible for maintaining ongoing communication with each student's teachers, school administration, parents/guardians, and involved community partners to ensure that each student is receiving the individualized support necessary to academic, social, and emotional growth and achievement. BCMS prides itself on creating for our students an environment that is truly student-centered; one in which each student receives an education that targets his/her academic, social, and emotional needs, one in which every student is exposed to arts and enrichment opportunities and experiences; and one in which ALL students are connected, involved, empowered, and accountable, in and to their education and their lives.

BCMS is an MSQI school. This program supports literacy skills and vocabulary building across all subject disciplines. We invest resources in this program.

BCMS partnerships include the Roads to Success after-school program, a program centered on academic, arts, collaborations and leadership experiences for our scholars. Cambridge Educational Consultants, a professional partnership to support curriculum and assessments at BCMS and staff PD, Generation Ready – a professional partnership to support the MSQI program and assessment practices at BCMS, Ramapo for Children – a professional partnership to support BCMS staff members with mentoring, effective classroom management practices and building positive, trusting relationships with students.

In the 2013-2014 school year, we celebrated our 2<sup>nd</sup> year as NYC public school. Our successes included effective support of students socially and emotionally as evidenced in their built capacity around solving conflicts, positive self-expression, and advocacy. We also experienced pockets of success with our ELL population as evidenced in NYSESLAT scores.

Our key areas of focus this year revolve around increasing the literacy skills of our students for all student populations and supporting our students socially and emotionally through our Habits of Mind. In this vein, we are focusing on assessing and checks for understanding, progress on periodic assessments, and consistent and cohesive pedagogical practices that will support literacy progress.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Student performance trends at BCMS surface the need to focus on literacy as a key area. Historically, our school receives a large percentage of incoming students who score in the Citywide Lowest Third in ELA and Math. Last year, 81% of 6<sup>th</sup> graders and 82% of 7<sup>th</sup> graders scored a level 1 on the NYS ELA exam; 73% of 6<sup>th</sup> graders and 82% of 7<sup>th</sup> graders scored a level 1 on the NYS math exam. Additionally, the majority of our incoming 6<sup>th</sup> grade class scored in the City-Wide Lowest Third in ELA and Math.

BCMS’s focus on literacy is centered on the Capacity Framework. Teachers are teaching and are supported with a rigorous, CCLS-aligned curriculum (CMP3, Codex, Social Studies and Science Scope and Sequence with CCLS-embedded with content standards, Arts and Physical Education/Health courses) structured and designed to promote and reinforce strong literacy recovery and the extension of skills. The focus on school-wide literacy will support both literacy and math progress as teachers are teaching a more rigorous, UDL-embedded curriculum to our students, are paying close attention to student groupings, are using assessments to inform instruction, and are engaging in professional conversations and professional development centered on increasing literacy achievement of our students.

Our Quality Review this year was an overall Proficient and revealed that our area of focus is pedagogy and our area of celebration is teacher teams. BCMS utilizes teacher teams as the lever to move pedagogy to effective levels as evidenced in student outcomes. Ongoing assessments drive instruction and teachers meet weekly in departmentalized teams to engage in protocols to look at student and teacher work to inform instruction based on the individual needs of our students. All support, PD, partnerships, and team meetings focus on literacy achievement and pedagogical supports required to move our students to proficient levels in literacy and math.

Our instructional model in ELA and Math is a response to the identified needs of our students and staff. We are utilizing a blended learning model with the I-Ready software program, a CCLS-aligned program that moves students through modules of learning at their individual entry points. This program enables teachers to track and monitor student progress and provide targeted interventions and direct teaching in small groups. This program is being utilized in tandem with Codex and CMP3.

Science and Social Studies curriculum is a blend of thematic units, leveled text, and the WorldBook software program to support research and reference.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, 75% of teachers will engage in consistent classroom assessment practices that provide actionable data related to scholars’ progress and learning needs to inform rigorous, individualized instruction and feedback as measured by classroom observations and curriculum and student artifacts.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and</i>	<b>Key Personnel</b> <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>		<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>Monthly professional development to support teachers with curriculum planning and assessment practices that promote rigor and cognitive engagement</p> <p>Weekly teacher teams engage in structured professional conversations and protocols around assessing student and teacher work to identify gaps in the instructional core, use data to inform instruction, and share practice; engage in professional research-based reading to inform rigorous practice</p> <p>UFT Staff Developer provides weekly support to teacher teams and individual teachers with assessment practices</p> <p>Quarterly curriculum audits and student work audits to monitor and assess evidence of rigor</p> <p>Ongoing school-wide assessments (4x yearly) to monitor student progress/assess for rigor</p> <p>Quarterly one-to-one admin meetings with individual teachers to monitor and support pedagogical practice and student progress</p>	All Teachers	September-May	Principal, AP, UFT Staff Developer
SIT Team will meet twice per month to monitor student progress and determine efficacy of intervention and student supports for SWDs, ELLs, students at risk	Teachers/SWDs, ELLs, at risk students	September-June	Administration; UFT Staff Developer; SIT, Related Service Providers
<p>Parent workshops around the demands of the CCLS and inherent rigor</p> <p>Clear communication around the performance and progress of students on a regular basis</p>	Parents	January - May	Administration, Guidance Counselor
Ongoing implementation of CCLS-aligned curriculum and assessments – Codex, CMP3, MSQI, I-Ready	Teachers/Students	September-June	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CCLS-aligned curriculum, UFT staff developer, school consultants, scheduling, professional development, per diem, substitute coverage for teachers to attend PD

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Curriculum audit will be conducted in January 2015 to assess for rigor in lessons/units; student work will be reviewed to assess for evidence of rigor

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Our School Culture average from the 2013-2014 Learning Environment Survey was 86%. 96% of parents were satisfied with the culture of the school, 77% of teachers, and 84% of students.

Social/emotional needs assessment of student surfaced the need to support them with healthy expression, conflict resolution, and the building of positive relationships with peers and adults.

Our school culture is anchored in our Habits of Mind – REACH – Resilience, Empathy, Advocacy, Collaboration, Honor. This is meant to serve as the language of our school and anchors classroom management and student support. Staff is supported with helping students internalize and exhibit our HOMs through professional development and a mentorship curriculum that is grounded in the HOMs.

BCMS engages in monthly Town Hall meetings to promote our core values and to provide students with a forum for self-expression and collective responsibility as each Town Hall is presented by a different mentor cluster and focuses on a different Habit of Mind monthly.

Student clubs are started in February to support furthering student engagement and connectedness to school.

### Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
•	By June 2015, 75% of BCMS students will exhibit participation in a culture of learning, aligned with the school’s habits of mind, focused on academic achievement, self-regulation/self-awareness, and collective responsibility of our school community as measured by student and staff surveys.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  7. Strategies to increase parent involvement and engagement  8. Activities that address the Capacity Framework element of Trust			
Students will engage in weekly mentorships that promote BCMS Habits of Mind and support students with healthy and successful academic, social, and emotional habits	Students	October-June	Teachers, Guidance Counselor/Admin

Student Clubs will occur weekly on Fridays so that students can explore opportunities and talents and connect them more to their school experience and culture	Students	January-June	Teachers, Guidance Counselor/Admin
Student-led/teacher facilitated monthly Habits of Mind/Core Value Town Hall Celebrations to promote collaboration and celebration; parent outreach for parent support and participation	School Community	October-June	Administration, teachers, students, parents, guidance counselor
3x yearly school-created student, teacher, and parent surveys to keep a finger on the pulse of school culture and to support school culture	Students/Parents	December-May	Guidance Counselor/Admin

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Mentorship curriculum and materials, human resources -Guidance Counselor, schedule adjustments mid-year for clubs, schedule adjustments for Town Hall celebrations, flyers and powerpoint presentations

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
February 2015 – student, parent, and staff survey around school culture				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As aforementioned, the data around student standardized test scores in ELA and Math for the 2013-2014 school year show a large majority of students performing at a level 1 in both ELA and Math. This is the case for the incoming 6<sup>th</sup> grade class as well. With a total of 15 full-time classroom pedagogues, our staff breakdown is as follows: 9 classroom teachers are in their 1<sup>st</sup> or 2<sup>nd</sup> year in the profession and 6 have 3 or more years in the profession. Support is provided to move all teachers forward.

Supporting collaboration and sharing of practice among and between teachers is paramount at BCMS. As such, we have embedded teacher team meetings by department weekly in all teacher schedules and provide opportunities for teacher intervisitations both within the school and with other schools across the network and district. Teacher Teams is highlighted as an area of celebration in our Quality Review this year and we are using this structure as leverage/a lever to promote and support strong classroom pedagogy and practices that are rigorous, cohesive, and that increase student achievement.

Monday’s professional development provides another opportunity for teacher collaboration and shared practice. We utilize this time in meaningful and relevant ways and as a response to the needs of our staff. Some sessions are differentiated based on areas of focus, while others are whole staff collaborations. We embed our topics in the Danielson Framework so that PD is streamlined, connected, and supportive of pedagogical growth as evidenced in student outcomes and professional progress.

School goals around student support and progress drive all professional development.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, 90% of teachers will increase at least 1 level in 6 collaboratively identified competencies out of the 8 identified by the NYCDOE Advance system through participation in weekly teacher team meetings using protocols for looking at student work and consultant support.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			

18. Activities that address the Capacity Framework element of Trust			
Weekly teacher team meetings to support collaboration, shared practice, and curriculum, assessment, and data practices - departmental by subject area and special education department. Engage in protocols for LaSW and LaTW, creation of common rubrics and assessments, tracking of student progress and performance at targeted points throughout the year – December, March, June  Weekly professional development; external professional development tailored and selected based on the needs of staff;  Ongoing needs assessment performed via observations, surveys, one to one meetings and  Admin and pedagogue collaborative goal setting meetings 3 times yearly	Teachers	September-June	UFT Staff Developer; Admin
Data will be reviewed by teachers, AIS teams, UFT staff developer, and administrator to analyze trends in observations and student data and create action plans as required	Teachers	September-June	UFT Staff Developer; Teachers, Admin
PA will be involved in conversations around trends in pedagogy and teacher areas of celebration and focus	Parents	December-May	UFT Staff Developer; Admin
Intervisitations – in-house and external – teachers visit other teachers who show effective practice in collaboratively identified growth areas/areas of focus as per TIP; UFT staff developer supports and debriefs  One-to-one support meetings with admin  Network and External Partnership Supports to support target populations and sub-populations – network support visits and consultant support visits	Teachers	September-June	Administration, teachers, external support providers, UFT staff developer

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling and scheduling adjustments, UFT Staff Developer, professional publications and articles, instructional resources, curriculum samples, assessment samples, rubric/checklist samples, protocols, surveys, Advance Evaluation system, teacher leaders, technology – GoogleDocs sharepoint

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

January 2015 – Mid-Year Checkpoint to identify teacher progress - Self-Assessment and Goal Setting meetings with individual teachers

**Part 6b.** Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

2013-2014 Quality Review indicated proficient practices in supporting teacher development. Current Quality Review indicates that pedagogy is an area of focus as it received a developing. This matches with last year’s Principal Performance Review. Observations are scheduled to assess practice and provide actionable feedback around increased performance as well as celebrating strengths. BCMS is a highly collaborative environment, with professional collaborations occurring both formally and informally. Teacher schedules have embedded time weekly to meet to collaborate, share practice, and support one another while engaging in protocols to support their practice and effectiveness. Teachers are highly supportive of one another and welcome their colleagues’ input and suggestions.

We promote and sustain a collaborative culture built on shared practice, ongoing feedback, and research-based strategies and supports to increase pedagogical effectiveness and to increase student outcomes.

Our focus to do this work is around assessment practices at BCMS to ensure that instruction is targeted and meets the real-time needs as data evidences of our students. With the majority of our students performing at a level 1 on the ELA and Math state exams, assessments are integral in mapping and tracking progress and performance against the CCLS and to provide data necessary to inform instruction in our efforts to raise the proficiency levels of our students.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, 75% of students will show progress in each administration of periodic assessments in literacy via Local Measures, i.e. DRP, Running Records, Periodic Assessments

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- |     |  |  |   |  |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 26. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |  |   |  |
| 27. | Strategies to increase parent involvement and engagement   |  |   |  |

28. Activities that address the Capacity Framework element of Trust			
Professional development time will be used to review assessment practices and calibrate assessment practices across the school during Monday's professional learning block  Weekly teacher team meetings to develop assessments that are valid and reliable, to analyze assessment results, and to use that data to inform instruction and interventions at the classroom level  Quarterly (or more for targeted subgroups) school-wide assessments to track and monitor trends in performance and support interventions and action plans	Teachers, students	September-June	UFT Staff Developer, administration, consultants
Frequent (Bi-quarterly) common assessments performed for SWDs, ELLs, and at risk students to more closely track and monitor their progress and support ongoing interventions  SIT members' analyze trends in target populations monthly	SWDs, ELLs, at risk students	September-June	Teachers, UFT staff developer, admin, consultants, guidance counselor
PA will be involved in conversations around student performance and progress trends  Monthly progress reports and EnGrade parent communication system (texting and online access) will provide ongoing communication around individual student progress	PA, parent community	September-June	PA, administration, guidance counselor
UFT staff developer will work with individual teachers and teacher teams around sound assessment practices and provide assessment support	Teachers	September-June	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assessments, online assessments, consultants, scheduling, technology/laptops; software, per session

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 students will move 2-3 levels in the Fountas and Pinnell reading assessment

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In our effort to create globally conscious students who advocate, interact, and actively participate in bettering their world, BCMS has created a community service program that both a volunteer and mandatory basis. In our support of students, we try to create a system where students are provided alternatives and options for appropriate behavior. In addition, we support our teachers with understanding adolescents and the community we serve. Last year we had a high infraction rate as evidence in the OORS system; this year we shored up our community service and guidance program to support our students with giving back to the school community on both a volunteer and mandatory (as a consequence) basis. All community members are involved in this program in an effort to reduce the number of infractions and to support the creation and sustainment of a positive school community in which all members contribute, support, and participate healthily.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents, staff, and students will further integrate civic responsibilities represented by our Guidance Counselor in collaboration with our PA committee by participation in Community Service projects as measured by 50% of community members participating in projects that support the betterment of our school community.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Community Service program – school-based projects	All students, staff, parents	December-June	Guidance counselor, administration
Tailored accommodations for our special needs children and their families to participate in the community service program	SWDs, ELLs, at risk	December-June	SBST, Guidance counselor, administration

PA support of the community service program and parent outreach	PA, parents	December-June	PA, administration
Collaborative projects with all community members' inputting ideas and suggestions	School community members, community partners	October-June	PA, guidance counselor, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PA committee, scheduling

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, infractions entered in the OORS system will decrease by 50% as compared to last year; By February 2015, 40% of BCMS students and teachers will have participated in 1 community service project				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>After implementation of Tier 1 and Tier 2 intervention has not shown progress</p> <p>Review of reading benchmarks</p> <p>Review of school-wide assessments</p> <p>Attendance records</p> <p>Behavioral and/or social emotional concerns (ongoing)</p>	<p>After-school academic support; AIS instruction during the school day</p> <p>Strategic Reading interventions</p> <p>Strategy groups</p> <p>Guidance support; attendance outreach</p>	<p>Small group</p> <p>One to one</p> <p>Push in</p> <p>Consultations</p>	<p>After school</p> <p>During the school day</p>
<b>Mathematics</b>	<p>After implementation of Tier 1 and Tier 2 intervention has not shown progress</p> <p>Review of assessments (classroom)</p> <p>Review of school-wide assessments</p> <p>Attendance records</p> <p>Behavioral and/or emotional concerns</p>	<p>After-school academic support; AIS instruction during the school day</p> <p>Previewing and reteaching concepts and skills</p> <p>Math recovery</p>	<p>Small group</p> <p>One to one</p> <p>Push in</p> <p>Consultations</p>	<p>After school</p> <p>During the school day</p>
<b>Science</b>	<p>Review of student assessments</p> <p>Review of student work</p>	<p>Previewing and reteaching concepts and skills</p>	<p>Small group</p>	<p>During the school day</p>
<b>Social Studies</b>	<p>Review of student assessments</p>	<p>Previewing and reteaching concepts and skills</p>	<p>Small group</p>	<p>During the school day</p>

	Review of student work			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Student is exhibiting social/emotional behaviors of concern</p> <p>Student reaches out to staff</p> <p>Parent has contacted the school about known issue/s</p>	<p>Guidance support</p> <p>Parent outreach</p> <p>Peer mediation</p> <p>Referrals for additional services when required</p> <p>Outside referrals when required</p>	<p>Small group</p> <p>One to one</p>	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

At Brownsville Collaborative Middle School we aim to attract highly qualified teachers. Our hiring committee consists of the school administration and teachers (representing all subject areas). During the period of time that open market becomes available and vacancies are posted, based on resumes that our school receives, candidates are selected by the school administration and hiring committee (mainly made up of teachers). Candidates are invited to the school to take part in a series of interviews. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by the administration as well as teachers. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed the committee meets to make a selection.

Professional Development is ongoing throughout the year, and all teachers are members of at least one team to support their growth as educators. Teacher teams meet weekly at department meetings to collaborate, discuss best practices, engage in professional readings, and analyze student and teacher work. Teachers will also meet twice a week in grade teams to discuss trends and strategies across their grade to support student success – academic, social, and emotional. Throughout the year our teachers meet in differentiated study PD groups that are run by their peers and cover such essential educational topics such as: classroom management, classroom environment, and strategies for improving literacy. Our consultant, Ramapo for Children, supports teachers monthly with classroom environment and building relationships with students. Additionally, teachers self-select in a collaboration with school administration professional goals in relation to the Danielson Framework for Teaching. They are then supported with those goals throughout the year or until new goals are identified.

BCMS administration encourages a collaborative and supportive pedagogical staff and is highly collaborative with and supportive of teachers. We brought in a UFT staff developer to serve as a strong teacher instructional support. Additionally, our weekly staff newsletter, the BCMS Bugle, supports ongoing communication and celebration of staff with staff shout outs and recognition.

**2b. High Quality and Ongoing Professional Development**

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

BCMS follows a Professional Development plan for teacher and paraprofessionals that was strategically created around our CEP goals, all of which synthesize to increase and support student achievement and their meeting or exceeding of the CCLS. Each session correlates to a DOE identified Danielson Competency and teachers engage in collaboration at all sessions. These sessions are mostly facilitated by school administration in collaboration with our UFT staff developer. Staff who attend external professional development sessions are invited to turnkey what they learned at Monday PDs as well.

The AP of BCMS participates in district-led AP study groups each month to support her growth, knowledge base, and effectiveness as an administrator.

The principal of BCMS participates in monthly district-led Superintendent Principal Summits that engage district principals in conversations around DOE initiatives, expectations, collaboration around shared goals, and professional growth

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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.).

#### **4b. 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.

Teachers have opportunities to give input around assessments. An assessment committee is formed the spring before the current school year to identify assessments and the school's assessment calendar. Professional development occurs monthly for all staff to support strong assessment practices at BCMS. Differentiated support based on entry level is provided to teachers collectively and individually to support teachers with assessment and feedback practices. The publication [How to Give Effective Feedback to your Students](#) by Susan Brookhart supports professional development.

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes

of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	177,485 -	X	P 9-10, P11-12, P13-14, P16-17, P19-20, P21-22
Title I School Improvement 1003(a)	Federal	N/A	N/A	
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	
Title II, Part A	Federal		N/A	
Title III, Part A	Federal	N/A	N/A	
Title III, Immigrant	Federal	N/A	N/A	
Tax Levy (FSF)	Local	1,176,471	X	P 9-10, P11-12, P13-14, P16-17, P19-20, P21-22

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent**

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **BCMS**, 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 the school and the families. The 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 the school community. **BCMS** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
  
- advocate for my own education and the education of other community members

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>363</b>
School Name <b>Brownsville Collaborative Middle School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Stacey Walsh</b>	Assistant Principal <b>Nyeshia Shade, IA</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jennifer Milfort</b>	Guidance Counselor <b>Rachel Dorf-Caine</b>
Teacher/Subject Area <b>Amy Aruch/ELA</b>	Parent <b>Sherita Boston-Scott</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>N/A</b>	Other <b>Debra Nimmons, Secretary</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>120</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>10.00%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained							1	1						2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	1	1	0	0	0	0	0	2

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	2	1	10	0	2	0	0		12

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	2	2	1	10	0	2	0	0	0	12
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1							1
Intermediate(I)							3	2						5
Advanced (A)							3	2						5
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6				6
7	2	2			4
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7								7
7	2		2						4
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
All scholars are administered the TCRWP - Running Records. This provides teachers with literacy-related data that may be translated into their Fountas and Pinnell reading levels. Through a review of the data, it is apparent that all of the students classified as ELL are reading below grade level. The data reveals that scholars have a difficult time with comprehending grade level work. The results of

the assessment are used to assign independent reading books and differentiate work for scholars via their class work and homework; measure their progress; and create small groupings. Furthermore the data is used to communicate to the scholars their current reading level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns and grades have demonstrated that the majority of our scholars acquire the skills and strategies needed to understand their second language, English. Additionally the scholars have scored Advanced for the majority of the modalities. When comparing the NYSESLAT data from 2011-2012 school year to the 2012-2013 school year, four of the scholars noted increased scores in reading and writing. The other two scholars whom took the NYSESLAT for the first time scored at the Beginner level. Their strongest areas are in listening and speaking; while we have to integrate additional support in reading and writing. There is an improvement, across the years, that is noticeable for the majority of scholars. However, one scholar still needs literacy support to acquire the mechanics of the second language (writing, reading, and speech).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

N/A

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?  
We recently administered the ELL Periodic Assessments therefore we do not have any data. Once we receive the performance data, we will utilize to determine areas of strength and in need of improvement to integrate within instruction. We will also utilize the data extracted from students' performance on Achieve 3000. Scholars speak their native language but they are not completely fluent and completely literate in their first language. BCMS ESL teacher will therefore use the native language to support scholars' understanding of the content.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
BCMS ESL teacher discusses with content-area teachers QTEL and SIOP strategies to drive instructional decisions. For instance, the ESL teacher encourages the integration of pictures with the word to explain challenging concepts, the time for discussion in order to practice speaking in L2 (Talk with a Focus, Four Corners Activities,...), written Focus Questions to support scholars in reading comprehension, and many more. Furthermore students have access to an array of literature at their reading level as well as the appropriate grade level to aid with fluency and comprehension in their second language (English).
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
This question does not apply to our current program offering. For the next scheduled period, the school leadership and teachers from BCMS will design its own and enter the data in Intranet: Tools and Resources for Employees. BCMS ESL teacher uses the native language to support scholars' understanding of the content.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate our programs' success by examining our scholars' NYSESLAT, ELA, and Math scores. We examine scholars' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work, and, on a more regular basis, daily formative assessments.

## Part IV: ELL Identification Process

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

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

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

As for the Parent Survey and Program Selections forms, they are distributed during the Parents' Orientation by Ms. Milfort. The forms are then read, completed and signed by the parents/guardian during Orientation. Ms. Milfort collects the forms and gives them to the secretary to place them in that scholar's school folder (Cumul), which is located in a locked location. Since we are a new school, we were not aware of the Entitlement letters. Hence, they were not distributed for the years 2012-2013.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

with the parent choice. This is done within 10 days.

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

#### REPORT

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Since the creation of BCMS, we have admitted three (6) new ESL scholars. In all cases, the parents have chosen Freestanding ESL Program which we offer in our school. Students whose parents request a bilingual or dual language program will be directed to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). School will maintain a record of those students whose parents request bilingual programs. If 15 or more requests are made from students with the same language, and in the same two contiguous grades, the school will open a bilingual program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a) (b). The students classified as ELLs are grouped within one heterogeneous-grouped homeroom within the sixth and seventh grades. The ESL teacher utilizes a pull out (push-out when necessary) method from/to core content classes, including ELA, Math, Social Studies, and Science. The push-in/pull-out model allows for students to receive the required minutes as well as receive language support in a variety of settings. The class (homeroom) travels together as one group throughout the school day. We follow a schedule with longer periods (90 minute blocks in ELA and Math) to allow for more in-depth coverage of content and skills.
  
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Based on the previous' year NYSESLAT scores, scholars are grouped into three groups: Beginner, Intermediate, and Advance. The members of the Beginner group meet with the ESL teacher 8 periods per week, for 45 minutes per period (total of 360 min./week). One class is an ESL/ELA Writing class, the other one is an ESL/ELA Reading class. The Intermediate group meets with the ESL teacher 4 periods per week (total of 180 min/week). The Advance group meets with the ELS teacher 4 period per week (total of 180 min./week).
  
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

We utilize a variety of formative and summative assessments throughout the classes. The ESL teacher makes appropriate modifications, including translations, separate location, and extended time, according to the needs of the students. This approach allows the teacher to provide support while assessing students in their native language as well as the English language.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

This year, we have adopted and implemented a trimesterial (September, December, March, and June) in-home assessments for each of the four modalities (reading, writing, listening, speaking). Ms. Milfort determines and designs the format and the rubrics to be used during those assessments. She administers them during the ESL/ELA periods.
  
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL/Bilingual teacher works closely with the ELA teacher to make modifications tailored to all of the ELL-SWD. We scaffold for our ELL-SWD using a variety of ELL instructional approaches including concept definition maps, the Frayer model, vocabulary-based graphic organizers, and story boards. There is also an after-school program designed for ELL-SWD scholars. Furthermore, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, pull-out programs, extended day, and afterschool. Scholars, regardless of the number of years, work with ESL/Bilingual certified teachers in small groups via push-in and pull-out models.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teacher provides additional intervention strategies in a small group setting (least restrictive environment). During that time, there is a focus on using material, resources and strategies to achieve IEP goals and attain English proficiency within the least restrictive environment (small group setting with various levels ELL).

### 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:	English		
Math:	English		
Science:	English		
English Language Arts	English		

### 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

Health	English			
Physical Education	English			

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

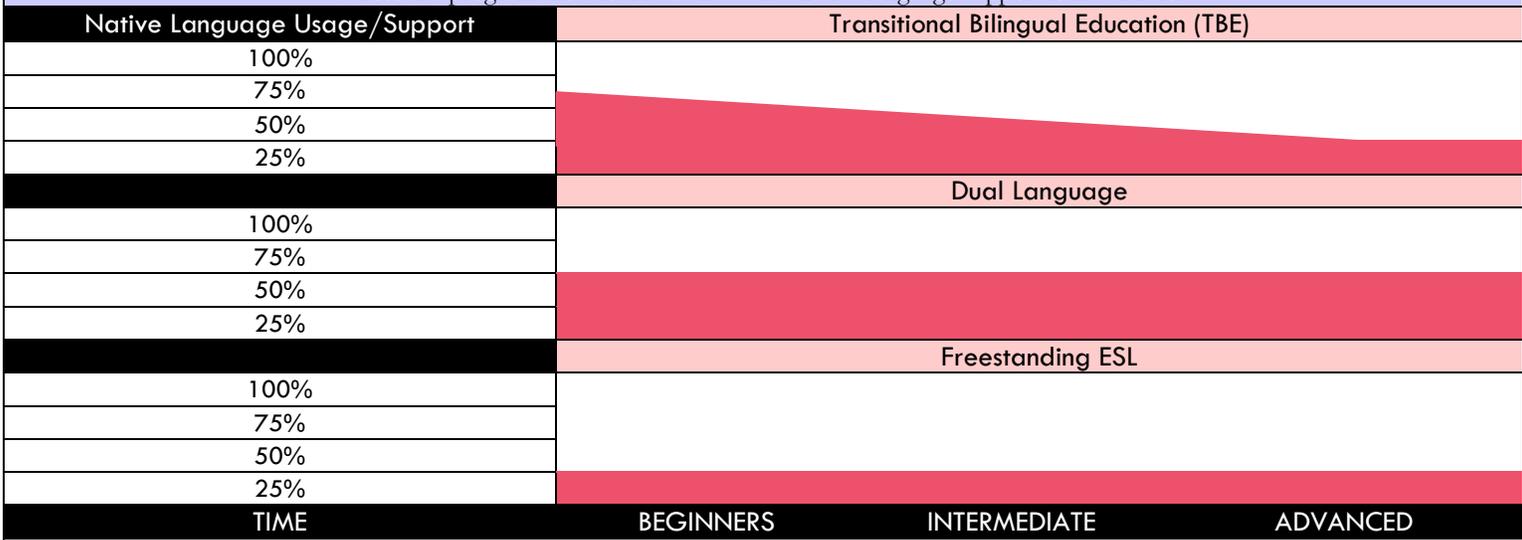
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- There is a significant emphasis on literacy across the curriculum in all content areas which also applies to ESL instruction. ESL/Bilingual certified teachers meet with content area teachers to collaborate on planning. This allows them to be directly involved with the planning of units aligned to the Common Core Learning Standards utilizing an Understanding by Design approach. There is an emphasis on reading in both the scholars' native language and English. Furthermore the standards for listening, speaking, reading, and writing are met through a combination of instruction using the QTEL model. As the scholars increase their English proficiency, the ratio shifts to reflect their language acquisition. Content area and ESL/Bilingual certified teachers conduct individual check-ins with ELLs to ensure that they receive the appropriate support. In addition to English, we have teachers who speak Haitian Creole and Spanish. ELLs participate in academic labs to receive additional support in reading, writing, and mathematics, including basic and grade-level skills. We utilize programs such as Achieve 3000 and Wilson for additional support. The MSQI program further supports the language acquisition needs of ELL students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate our programs' success by examining our scholars' NYSESLAT, ELA, and Math scores. We examine scholars' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work.
11. What new programs or improvements will be considered for the upcoming school year?
- Since we are a new school, all of our initiatives are recent ones (see above for details).
12. What programs/services for ELLs will be discontinued and why?
- Since we are a new school, this is not applicable to our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All communication about school programs is accessible to ELLs. Additionally all ELLs are mandated to attend after-school academic program. Even though we have limited enrichment opportunities, ELLs are highly encouraged to participate in all opportunities afforded to the general education population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have been selected to be an MSQI school which means there is an emphasis on vocabulary and argumentative writing across all content areas. All teachers are encouraged to incorporate technology into their instruction to support standards mastery, differentiation for scholar modality strengths, and build scholars' exposure and skillset in preparation for 21st century learning and workplace. All of the teachers have SMART Boards, Macbook laptops, SMART student response systems, and tablets. The depth of technology integration is at the teacher's discretion and comfort level. In order to ensure implementation, teachers participate in ongoing professional development to support them in the integration of technology (e.g. teachers have completed a SmartBoard certification course offered by the school and facilitated by Tequipment). ELLs will use the Macbook carts to learn and produce work using a variety of Microsoft Office programs and Internet resources. The school is also developing a Google domain/Google drive - in which students will create and upload documents for teacher feedback and grades. Each student will have a login and password and teachers will be able to use the dashboard to monitor student completion of work and progress toward meeting the CCLS. Throughout the year, students will have opportunities to use Google documents as a forum to create, edit, and share their work; create blogs; interact with other children around the world; among others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL scholars receive native language support in a variety of ways. The ESL teacher provides native language instruction and support. Additionally scholars are allowed to speak in their native language with their classmates to facilitate the comprehension of the content. We also utilize and make the following materials accessible to all scholars: bilingual dictionaries, Google translate, and content-relevant texts in their native language.

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

1. & 2. The school-based professional development team consists of the principal, assistant principal, and teacher leaders.

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

N/A

## Part VI: LAP Assurances

**School Name: Brownsville Collaborative MS**

**School DBN: 23K363**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 23K363 School Name: Brownsville Collaborative MS

Cluster: 1 Network: 103

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

### **Part A: Needs Assessment Findings**

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

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

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

The information from our home language surveys and RHLA report indicate the following:

Spanish-speaking parents/guardians: 14  
French-speaking parents/guardians: 1  
Bengali-speaking parents/guardians: 1  
Arabic-speaking parents/guardians: 1  
English-speaking parents/guardians: 102

Findings were reported at PTA meetings.

## Part B: Strategies and Activities

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

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

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

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

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

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

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