



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

**DRAFT - PENDING SUPERINTENDENT APPROVAL &
NYSED APPROVAL**

DBN: (i.e. 01M001):

13K412

School Name:

BROOKLYN COMMUNITY ARTS & MEDIA HIGH SCHOOL

Principal:

JAMES O'BRIEN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Community Arts & Media HS School Number (DBN): 13K412
School Level: High School Grades Served: 9-12
School Address: 300 Willoughby Avenue, Brooklyn, NY 11205
Phone Number: (718)230-5748 Fax: (718)230-3050
School Contact Person: James O'Brien Email Address: Jobrien16@schools.nyc.gov
Principal: James O'Brien
UFT Chapter Leader: Janna Bello
Parents' Association President: Deborah Tucker
School Leadership Team
Chairperson: Cye Washington
Student Representative(s): Unique Battle

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: _____
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 3 Cluster Leader: Chris Groll
Network Number: 404 Network Leader: Malika Bibbs

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 School Comprehensive Educational Plan (SCEP) 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:

- 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*.
- 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.**
- 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)
James O’Brien	*Principal or Designee	
Janna Bello	*UFT Chapter Leader or Designee	
Deborah Tucker	*PA/PTA President or Designated Co-President	
Joe Cooper	DC 37 Representative, if applicable	
Unique Battle	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brian Satz	CBO Representative, if applicable	
Tyra Banks	Member/ student	
Pat Howell	Member/ teacher	
Safiya Francis	Member/ teacher	
Kay Hope	Member/ parent	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: 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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Contextual Information

School Community

Our strategy mirrors an effective classroom in that it provides a differentiated approach to this support and accountability. Staff are provided a myriad of professional development, collaboration and support mechanisms. Students are provided much the same in the way of effective teaching practice, performance-based assignments and choice in selecting seminar classes. Families are provided 8 grade updates, full access to teacher electronic gradebooks, regular email communication from teachers, and 3 parent conferences. Conversely, with all these supports we then hold each of these groups accountable to be full participants in school efforts.

Mission Statement

2014-15 Professional Development Emphases

- Using effective questioning/discussion techniques (3B)
- Using effective assessment in instruction (3D)
- Engaging students in learning (3C)
- Designing coherent instruction (1E)

2014-15 Motivating Influences

- BCAM Mission:
- Habits of Work: FORCE; Habits of Mind: PEACE
- QR Rubric, Report Card, Instructional Expectations, and Advance as non-negotiable mandates
- Strong, positive, consistent staff morale; staff collaboration; staff commitment

2014-15 Key Structures/Initiatives

- Grade Teams: meet monthly on Mondays 80 minutes. Focus on students, instruction and assessment. Utilize student/classroom data and protocols (data analysis, kid-talk, consultancy).
- Departments: meet monthly on Mondays 80 minutes. Focus on curriculum, instruction, assessment. Utilize classroom data, curriculum, protocols (consultancy, curriculum feedback).
- Small Group PD Pods: meet monthly on Mondays for 80 minutes. 3 sessions per semester. Focus our PD emphases, Core Standards, literacy, and student support, special topics.
- Staff has in-building planning/independent work time monthly on Mondays for 80 minutes.
- Academic Centers: Tuesdays 3:30pm-4:30pm for all staff. Grade students at risk of failing and/or in need of added attention. Advisees with advisors but able to go see teachers.
(Note: For Monday/Tuesday absences, staff owes that 80 or 60 minutes by end of week. Monday/Tuesday absences deemed by administration to be pattern /excessive will result in disciplinary process.
- Saturday Paid Art Integration PD: Sept/November for past participants; January/April for new participants. Focus on class/use of photography. 4 hours 2X/Saturday); \$540 stipend.
- Planning/Visiting Days: Every BCAM pedagogue completes 1 planning and 1 classroom visiting day per semester, for total of 2 planning and 2 visiting days for year. Classes covered those days.
- Continued strong push and support for staff to attend external PD sessions via Network, DOE.

- AP and Principal to observe and complete observation rating report on all teachers at least once, but will have teachers as their primary evaluator responsibility
- Semester cabinet retreats to review data, reflect, renew, plan. November, March.
- Continued prioritizing CTT/student support goals and CTT collaboration in classroom.
- Cabinet: Meet Wednesdays 2x/monthly 7:15-8:15am. Grade/Department chairs, admin.

2014-15 Key Partnerships

- John Jay/City Tech Colleges—College Now Program
- CUNY At Home in College Program
- iMentor College Mentorship Program
- Pratt Institute Strive College Mentorship Program
- Exploring the Arts (ETA) Arts Integration Partnership
- BRIC Media Arts Student Opportunities Partnership
- Spain Travel Abroad Program
- BCAM Accelerated Arts Academies Programs

School Strengths, Accomplishments and Challenges

Strengths

- Organized and regular staff collaborations: pd pods, grade meetings, department meetings
- Support of teachers in differentiated manners: feedback, PD, leadership opportunities, professional days
- Shared leadership model in which most staff feel empowered and share in responsibility for school
- Standards-based curriculum that balances Regent skills/competencies with performance assessments
- Real and authentic arts integration for students: 3 years of visual arts, 4 years of seminars, arts academies, programs
- Extensive reporting to, meeting with, and communication to parents/families
- Organized college and professional preparatory structures/culture throughout school
- Stable, committed and experienced teaching staff with low turnover

Challenges

- Student attendance (85%)
- Student/family commitment to on-time arrival for school every day
- Varied student skills levels, with Math/English particularly low upon 9th grade arrival
- Student/family commitment to completing all college preparatory and application deliverables in 11th/12th grades
- Mismatch between rigor and expectations of curriculum/grades and our student skills and commitment

Accomplishments

- 78% graduation rate in 2013-14
- Strong B's on Progress Reports for last 3 years
- Significant highly proficient ratings on Alternative Quality Reviews the last 2 years
- Have acquired \$6 million in building upgrades and resources for our Campus and school since 2008
- Diverse college and scholarship acceptance for strong group of graduates each year

DTSDE Tenets: Growth and Areas of Focus

The DTSDE Tenets in which we made the most growth are:

Leadership Capacity/Use of Resources

- 2.3 Leaders making strategic decisions to organize programmatic, human and fiscal capital resources.

Teacher Development

- 2.4 Leader has a fully functional system in place to APPR to conduct targeted and frequent observation and track

progress of teacher practices based on student data and feedback.

Professional Collaboration

- 3.4 Leader and teacher have developed a plan for teachers to partner within and across grades and subjects to create interdisciplinary curricula targeting the arts and technology and other enrichment opportunities.
- 5.4 School stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

The DTSDE Tenets which represent our key areas of focus for this school year are:

Rigorous Instructional Practice

- Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.
- School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Assessment

- Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
- 4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Curriculum, Standards, Multiple Points of Entry

- 3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- 3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

13K412 School Information

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	405	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	7	# Drama	2
# Foreign Language	11	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.5%	% Attendance Rate		84.3%	
% Free Lunch	80.3%	% Reduced Lunch		6.7%	
% Limited English Proficient	3.0%	% Students with Disabilities		21.0%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American		74.8%	
% Hispanic or Latino	20.2%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	2.0%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		2.3	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	66.3%	Mathematics Performance at levels 3 & 4		43.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.9%	% of 2nd year students who earned 10+ credits		77.8%	
% of 3rd year students who earned 10+ credits	81.3%	4 Year Graduation Rate		77.7%	
6 Year Graduation Rate	76.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	H
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Strengths

- Teacher collaboration across grades and subjects
- Robust standards-based curriculum that balances regent competencies with performance tasks
- Standards-based curriculum that incorporates arts, technology and inquiry regularly
- Unit and lesson plans aligned to CCLS Standards

Priority Needs

- Curricular rigor that is complex with higher-order thinking
- Data-driven assessment based on student assessments which translates to effective curriculum and instruction
- Arts and technology in curriculum across all disciplines

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, all teachers will collaborate, design and implement Common Core aligned and instructional shift informed curriculum in all core academic disciplines that provides access points and support to all students, including targeted student groups. 4 curricular units will be submitted to Administration for review, 1 each academic quarter.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers attend internal staff created PD pods centered on four of Danielson's components: 1E) Designing Coherent Instruction, 3B) Effective Questioning and Discussion Techniques, 3C) Student Engagement, 3D) Using Assessment in Instruction. Staff creates a toolkit of best instructional/curricular practice per component.	Teachers	September, 2014-June, 2015; meeting on a monthly basis.	PD committee; instructional cabinet, administration, network instructional coach.
Teachers and administration attend external PD workshops on CCLS and city-wide expectations around rigorous and supportive curriculum/instruction	Teachers, administration	September 2014-June 2015;	Teachers, instructional leaders, administration, network instructional coach.
Teachers engage in internal and external classroom inter-visitations to engage in collaborative feedback and sharing of best practices.	Teachers	October 2014-May, 2015. By June 2015, all teachers will have participated in at least 2 internal/external classroom inter-visitations and sharing of collegial feedback.	Teachers, instructional leaders, Network Instructional Coach, Administrations.
A) Teachers develop and revise curriculum to align to CCLS based on regular collaborative analysis of curriculum and student work in departments and grade teams as well as during curriculum planning days. B) Teachers revise curriculum based on administrative feedback.	Teachers, Administration	August, 2014-May, 2015; with curriculum submittal/review/revision cycles taking place at beginning of each academic quarter. By June 2015, all teachers will have participated in at least 4 "planning/revising/implementing" curriculum cycles with grade/department teams.	Teachers, Instructional leaders, administration.

Part 4 – Resources Needed

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

adjustments, etc.

Per session for teachers/instructional leaders attending and hosting internal PD workshops (85 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops (already accounted for in above goal). Per diem for substitutes for semester (2 x yearly) department team curricular planning days (23 hours)

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

By January 2015, all teachers will have participated in at least 2 “planning/revising/implementing” curriculum cycles with grade/department teams.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Strengths

- Cultivation of systems and partnerships that support social/emotional developmental health: advisory, distributive counseling, social work/counselor office and groups, academies, extra-currics, dean's office
- A clearly articulated vision for social/emotional health that connects to learning experiences and extra-curricular systems
- A safe community that possesses clear student and parent voice and shared leadership for staff

Priority Needs

- Socio/emotional experiences that explicitly lead to greater student outcomes (college/career preparation)
- Using data to respond to student social/emotional needs towards academic and social success
- Organized system of extra-curricular opportunities that are aligned with school vision/mission

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 95% of regularly attending students will complete our advisory program, including completing and presenting a year-long portfolio of academic, artistic and college preparatory deliverables; and 33% of students will complete at least one extra-curricular program, with a special emphasis on our arts academy programming, with both realms geared towards healthy relationships and a safe, supportive and rigorous environment conducive to learning, self-esteem and leadership.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Advisory Committee will review and adjust our current 4-year advisory curriculum to further reflect college and career readiness and promote healthy social and emotional development.	Teachers, students	August 2014	The Advisory Committee, administration.
BCAM will offer diverse set of extra-curricular programs through key partnerships with external organizations that provide additional opportunities for students to receive college and career readiness training	Students	September 2014-August 2015; ongoing.	Administration, teachers, school partners.
Students will participate in our structured Advisory program by completing and presenting a year-long portfolio of academic, artistic and college preparatory skills and accomplishments.	Students	September 2014-June 2015; ongoing.	Administration, teachers.
Grade teams convene monthly to review student progress in the Advisory class.	Students, Teachers.	September 2014-June 2015; monthly.	Administration, grade team leaders, instructional cabinet.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session for teachers participating in the Advisory Committee and extra-curricular programs; per session for Studio, Dance, Photography, Print-making, Fashion and Filmmaking Academies; cost of materials for the revision of the Advisory curriculum.

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Arts grant to fund community artist-educators that teach arts seminars and direct extra-curricular academies Potential foundation support for iMentor partnership												

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.

By January 2015, 75% of all students are on track for completing all Advisory-related assignments.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	H
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Strengths

- Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals
- Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction
- Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students

Priority Needs

- Promoting high levels of student engagement and inquiry
- Instruction that leads to multiple points of access for all students to achieve targeted goals
- Teachers using a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 through the implementation of ongoing teacher-led professional learning and teacher-led grade and department team inquiry, teachers will provide coherent, appropriately aligned Common Core-based instruction that results in 75% of BCAM teachers showing at least one level of growth in 2 of the 8 required Danielson component areas.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers attend internal staff created PD pods centered on four of Danielson’s components: 1E) Designing Coherent Instruction, 3B) Effective Questioning and Discussion Techniques, 3C) Student Engagement, 3D) Using Assessment in Instruction. Staff creates a toolkit of best instructional/curricular practice per component.	Teachers	September, 2014-June, 2015; meeting on a monthly basis.	PD committee; instructional cabinet, administration, network instructional coach
Teachers engage in internal and external classroom inter-visitations to engage in collaborative feedback and sharing of best practices.	Teachers	October, 2014-May, 2015. By June 2015, all teachers will have participated in at least 2 internal/external classroom inter-visitations and sharing of collegial feedback.	Teachers, instructional leaders, Network Instructional Coach, Administrations
A) Teachers develop and revise curriculum to align to CCLS based on regular collaborative analysis of curriculum and student work in departments and grade teams as well as during curriculum planning days. B) Teachers revise curriculum based on administrative feedback.	Teachers, administration.	August, 2014-May, 2015 with curriculum submittal/review/revision cycles taking place at beginning of each academic quarter. By June 2015, all teachers will have participated in at least 4 “planning/revising/implementing” curriculum cycles with grade/department teams.	Teachers, instructional leaders, Administrations
Teachers engage in regular collaborative analysis of student data in grade/department teams.	Teachers, Data Specialist.	September 2014-June, 2015 with specific time allotted (at least 6X/year) to analyzing state, city and school-wide common assessments as well as credit accumulation.	Teachers, data specialist, instructional leaders, Network Instructional Coach, administration.

Part 4 – Resources Needed

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

Per session for teachers/instructional leaders attending and hosting internal PD workshops (85 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops (already accounted for in above goal). Per diem for substitutes for semester (2 x yearly) department team curricular planning days (23 hours)

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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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:

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

By January 2015, 40% of BCAM teachers will show at least one level of growth in 2 of the 8 required Danielson component areas.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Strengths

- Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved
- Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals
- The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities

Priority Needs

- Sharing goals with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).
- Effectively translate systems of observation, feedback and PD to holding administrators and staff accountable for continuous improvement.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all BCAM teachers will receive a minimum of 4 observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching. These component areas will also be addressed through regular professional learning pods, various internal/external professional learning opportunities and individualized administrative, coach, partner and lead teacher support. This leadership and support will result in a 2% increase in cumulative Regent pass rate and cumulative credit accumulation as reflected in our City 2014-15 School Quality Report .

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>F) Administration will use the DOE Advance Data Tracking System to log and monitor teacher observations and feedback.</p> <p>G) Administration engages in network and city-wide professional learning opportunities and participates in school embedded professional learning with assigned Talent Coach.</p> <p>H) Ongoing instructional support will be provided through informal observations and feedback by administration, Lead/Highly Effective teachers, Network Instructional Coach.</p> <p>I) Additional support is provided to new teachers through the new teacher mentor program and Network Instructional Coach.</p>	Administration, teachers	September 2014-June 2015; ongoing.	Administration, talent Coach, Network instructional coach, instructional lead teachers.
<p>Teachers attend internal staff created PD pods centered on four of Danielson's components: 1E) Designing Coherent Instruction, 3B) Effective Questioning and Discussion Techniques, 3C) Student Engagement, 3D) Using Assessment in Instruction. Staff creates a toolkit of best instructional/curricular practice per component.</p>	Teachers	September, 2014-June, 2015; meeting on a monthly basis.	PD committee; instructional cabinet, administration, network instructional coach
<p>Teachers attend external (network and city-wide) professional learning opportunities that support teacher practice.</p>	Teachers	September 2014-June 2015	Administration, instructional cabinet, network.
<p>Teachers engage in regular collaborative analysis of student data and curricular review in grade/department teams.</p>	Teachers, Data Specialist	September 2014-June, 2015 with	Teachers, data specialist, instructional

		specific time allotted (at least 6X/year) to analyzing state, city and school-wide common assessments as well as credit accumulation; quarterly curriculum review.	leaders, Network Instructional Coach, administration.
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Part 4 – Resources Needed

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

Per session for teachers/instructional leaders attending and hosting internal PD workshops (85 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops (already accounted for in above goal). Per diem for substitutes for semester (2 x yearly) department team curricular planning days (23 hours)

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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.

By January 2015, all BCAM teachers will receive a minimum of 2 observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching

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?

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	H

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Strengths

- The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.
- The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

Priority Needs

- The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.
- The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, BCAM's attendance rate will increase to 87% with a strong emphasis on parental engagement, outside partnerships and targeted student programs.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A) School will host a 3-day incoming 9 th grade summer bridge orientation B) School will host back-to-school orientation/curriculum evening	A) Incoming freshmen and their parents; B) Parents, students	A) August 2014, B) September 2014	Administration, teachers, school staff.
A) School will disseminate 4 performance and attendance data report cards and 4 mid-quarter progress reports B) School will host 3 academic quarter-ending parent-teacher conferences with emphasis on collaborative parent/teacher/student analysis of individual student's progress.	Parents, students	September 2014-June 2015	Administration, teachers, school staff.
Partnerships with iMentor, Dance Academy, College Now... will provide students with the socio-emotional support, arts-based opportunities and college and career preparation.	Students	September 2014-June 2015; ongoing.	Administration, teachers, school staff, network, partnerships.
A) School will hold inaugural overseas exchange program. B) School will host year-ending BCAM Gala Arts fundraiser.	Parents, students, network, community/school partnerships	A) April 2015 B) April 2015	Administration, teachers, school staff, network, superintendent.

Part 4 – Resources Needed

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

Per session for teachers/staff hosting 9th grade summer bridge orientation and other afterschool programs; per diem for substitute coverages for teachers attending the overseas exchange program; material costs of the year-ending BCAM Gala Arts fundraiser.

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		Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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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.

By January, 2015, BCAM's attendance rate will increase to 86%

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	IEP, data assessments, staff anecdotal observations	<ul style="list-style-type: none"> • Our 9th-12th IEP students receive CTT English instruction. • 9th graders and 10th graders identified as multiple grades below grade level in English, as well as our ELL students, utilize Reading Horizons Reading Program to improve literacy and skills. • In 9th-12th grades, our students with special needs receive ICT instruction in their English classes • Our seminar courses target below level students to gain additional intervention literacy 3 times/week. • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the English Regent exam. • Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
Mathematics	IEP, data assessments, staff anecdotal observations	<ul style="list-style-type: none"> • Our 9th-11th grade students with special needs receive CTT Math instruction. • Two 9th grade 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school

		<p>groups of students fair below grade level receive small group instruction as their primary math instruction</p> <ul style="list-style-type: none"> • A mixed group of 10th/11th grades receive remedial small group instruction as their primary math instruction • A small group of 12th grade receive remedial small group instruction as their math instruction • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Mathematics Regent exams. • Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 		
Science	IEP, data assessments, staff anecdotal observations	<ul style="list-style-type: none"> • Our students with special needs receive ICT instruction in 9th-11th grades in their Science classes • In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Science Regent exams. • Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
Social Studies	IEP, data assessments, staff anecdotal observations	<ul style="list-style-type: none"> • Our 9th-12th grade students with special needs receive instruction with an assigned ICT teacher in History classes • In the winter and 	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school

		<p>spring we convene Regent Preparatory sessions to prepare struggling students for the History Regent exams.</p> <ul style="list-style-type: none"> • Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention. 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>IEP, data assessments, staff anecdotal observations</p>	<ul style="list-style-type: none"> • For all four grades Guidance Counselors enter grade data directly into High School Scheduling and Transcripts (HSST) database on a 4 cycle system to generate student transcripts. • Guidance Counselors provide the opportunity through Advisory groups for students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR). • Further 1:1 conferences are offered for students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. G • Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school. • Guidance Counselors and Administration meet with families of 	<p>Small group, one-to-one</p>	<p>Before school, during the school day, after school</p>

		<p>students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention.</p> <ul style="list-style-type: none"> • Our School Psychologist is part of the Campus 117 School-Based Support Team (SBST) and supports the four schools with students with special needs through Individualized Education Program (IEP) triennial meetings where the student, family, and school personnel provide written feedback on the student's progress toward academic goals. • BCAM Social Workers maintain a regular caseload of both mandated students and referrals for students who are in crisis or are at-risk, and convene individual and/or group counseling sessions. • BCAM Social Workers take part in family and/or social service agency meetings to address the needs of students and families who are at-risk and provide referrals/follow through when necessary. • BCAM Social Workers take part in grade team, interdisciplinary Kid Talk and IEP meetings case conferencing regarding students who are at-risk behaviorally and/or academically and 		
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		<p>follow through with planning student interventions.</p> <ul style="list-style-type: none"> • BCAM Social Workers also convene mediations for students who are involved in conflict either in school or at home. • BCAM Social Workers are also advisors to groups of 10-15 students similar to our teachers and administrative staff. • Our building has a full service medical facility that provides services, counseling and referrals for a variety of at-risk health related issues, including teen sexual activity, pregnancy, disease, abuse, and neglect. We work directly with the office via referrals and collaboration. • BCAM also implements a comprehensive Health curriculum in 9th grade via its partnership with The Peer Health Exchange, and then in grades 10th-12th grade via the DOE Health Core Curriculum. 		
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13K412 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	405 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	30	# Music	7 # Drama
# Foreign Language	11	# Dance	2 # CTE
School Composition (2013-14)			
% Title I Population	79.5%	% Attendance Rate	84.3%
% Free Lunch	80.3%	% Reduced Lunch	6.7%
% Limited English Proficient	3.0%	% Students with Disabilities	21.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.7%	% Black or African American	74.8%
% Hispanic or Latino	20.2%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White	2.0%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	2.3
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	66.3%	Mathematics Performance at levels 3 & 4	43.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	78.9%	% of 2nd year students who earned 10+ credits	77.8%
% of 3rd year students who earned 10+ credits	81.3%	4 Year Graduation Rate	77.7%
6 Year Graduation Rate	76.9%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
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Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<ul style="list-style-type: none"> • We attract HQT's through a comprehensive outreach of openings (DOE mechanisms, list-servs, teacher-training programs, colleague networks) • We engage in a rigorous, multi-step, teacher-led, interview and selection process (group interview, 2 sample teaching lessons, essay requirement on problem of practice, and department-specific interview). • We retain and nurture HQT's by maintaining a professional and collegial working context that includes: department and grade teams that meet once a week, 2 x yearly one-on-ones with administration, administrative and peer observation/feedback system (BCAM Critical Friends Program), differentiated PD/support experience (monthly workshops, small group specialized PD learning groups, mentor/mentee structures, numerous school-wide leadership and interest-specific opportunities) and a small school environment that values democratic-decision making and teacher leadership. • We partner with NYC Writing Project to gain support and professional development specific to our school-wide goal of literacy across the curriculum. • Staff are strongly encouraged and supported to attend external PD's and also to lead/facilitate small group PD's within the school. • We have a principal, and AP and an AP Intern that support specific grade teams, departments and offices so that no cluster of staff is left unsupported and unaccountable to the larger school goals. • We expose our staff to the NYC instructional requirements and CCLS enough that they understand them and agree with us integrating these mechanisms more explicitly in our practice. • We engage staff in inclusive manners in adapting our curricular mechanisms and our own performance tasks in ways that are aligned with NYC requirements; • We provide individuals, grade teams and departments the modeling, frameworks and support that they need to complete performance tasks and analyze the outcomes in valuable relevant ways. • We provide adequate reflective and troubleshooting opportunities in order to refine and develop our work. • We expose our staff to the Danielson Framework enough that they understand it and support us adapting it to our use. • We provide staff the agency to personally select components from the framework around which they wish to focus and receive feedback; create mechanisms that re consistent and organized that allow staff to utilize their components and gain valuable feedback around them.

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).
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Professional Development Emphases

- Using effective questioning/discussion techniques (3B)
- Using effective assessment in instruction (3D)
- Engaging students in learning (3C)
- Designing coherent instruction (1E)

Motivating Influences

- BCAM Mission:
- Habits of Work: FORCE; Habits of Mind: PEACE
- QR Rubric, Report Card, Instructional Expectations, and Advance as non-negotiable mandates
- Strong, positive, consistent staff morale; staff collaboration; staff commitment

Roles

- James: instruction, PD, department/grade support, individual teacher support, DOE mandates, 9th, 12th, ELA, Science, Math, History, Deans, Social Work, Office, Seminars, Extra-Curricular.
- Samantha: instruction, department/grade support, organizational, credits, attendance, 10th, 11th, Art, Spanish, PE, Special Ed., Guidance, Business, Deans, Seminars, Extra Curricular.
- Janna: ¾ teacher, ¼ Lead Teacher, individual teacher support, 10th, History, PD.
- Irina: individual teacher support, DOE mandates, PD.

Structures

- Grade Teams: meet monthly on Mondays 80 minutes. Focus on students, instruction and assessment. Utilize student/classroom data and protocols (data analysis, kid-talk, consultancy).
- Departments: meet monthly on Mondays 80 minutes. Focus on curriculum, instruction, assessment. Utilize classroom data, curriculum, protocols (consultancy, curriculum feedback).
- Small Group PD Pods: meet monthly on Mondays for 80 minutes. 3 sessions per semester. Focus our PD emphases, Core Standards, literacy, and student support, special topics.
- Staff has in-building planning/independent work time monthly on Mondays for 80 minutes.
- Academic Centers: Tuesdays 3:30pm-4:30pm for all staff. Grade students at risk of failing and/or in need of added attention. Advisees with advisors but able to go see teachers.
(Note: For Monday/Tuesday absences, staff owes that 80 or 60 minutes by end of week. Monday/Tuesday absences deemed by administration to be pattern /excessive will result in disciplinary process.
- Saturday Paid Art Integration PD: Sept/November for past participants; January/April for new participants. Focus on class/use of photography. 4 hours 2X/Saturday); \$540 stipend.
- Planning/Visiting Days: Every BCAM pedagogue completes 1 planning and 1 classroom visiting day per semester, for total of 2 planning and 2 visiting days for year. Classes covered those days.
- Continued strong push and support for staff to attend external PD sessions via Network, DOE.
- Samantha and James to observe and complete observation rating report on all teachers at least once, but will have teachers as their primary evaluator responsibility
- Semester cabinet retreats to review data, reflect, renew, plan. November, March.
- Continued prioritizing CTT/student support goals and CTT collaboration in classroom.
- Cabinet: Meet Wednesdays 2x/monthly 7:15-8:15am. Grade/Department chairs, admin.

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.

Shared leadership model:

- Grade Teams
- Academic Department
- Cabinet with heads of grade teams and departments

MOSL Committee made up of principal, AP and 6 teachers from various departments

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$79K	x	pp.11-25
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$25K	X	

¹**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.

²The **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 9: 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 SCEP 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.

Brooklyn Community Arts & Media High School 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. Brooklyn Community Arts & Media HS (BCAM), 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. **BCAM** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	411	Total number of ELLs	11	ELLs as share of total student population (%)	2.68%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	2	2	2	8
Push-In										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	1	2	0	0	4	0	3	14

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	Total
Total	8	0	1	2	0	0	4	0	3	14
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	2	0	0	1	3
Intermediate(I)	0	0	0	0	0	0	0	0	0	3	2	1	1	7
Advanced (A)	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Total	0	6	5	1	2	14								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	3	0
Integrated Algebra	7	2	3	1
Geometry	3	2	2	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	8	2	4	0
Physics	0	0	0	0
Global History and Geography	4	2	3	1
US History and Government	1	1	1	0
Foreign Language	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our ELLs are assessed on an ongoing basis with the help of teacher's assessment and observation data to drive teaching goals and instruction. Additionally, provides us with a great amount of information about our ELLs who are making incremental gain by moving to the next level of proficiency level or test out. Based on the 2013 NYSESLAT scores 2 of our ELLs tested out, 6 improved their

proficiency level and 1 stagnated.

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

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

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

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

As this was the year when some changes in the NYSESLAT occurred, the scores from Speaking which otherwise would have been higher seemed to have dropped slightly. We inferred it had to do with the fact that ELLs were required to use more academic vocabulary in addition to correct grammar. Thus, our focus is exposing students more to academic vocabulary and making them confident in using it. Additionally, the writing scores seemed to have slightly dropped as well but overall, the students progressed from one level of proficiency to another or even tested out. Based on these results we will expose our students to more opportunities to exercise their fact-based essay writing skills.

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

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

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

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

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))

n/a

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

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

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The ESL program BCAM implements is successful because of the strong collaboration between content area teachers and the ESL teacher, and can be measured by our students' NYSESLAT results, their progress from one proficiency level to another and across language modalities. Additionally, as we have a small ELL population we are able to better tailor instruction to our students needs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 Upon enrollment, parents whose children are newly registered to the NYC school system are given a Home Language Identification Survey to identify the child's native language. The parents are offered, if needed, translated versions of the HLIS. If further help is needed, our ESL teacher, Andreea Calin, will help them fill out the HLIS. During the intake process, parents and students are offered materials in both English and their native language. Our staff that speak a second language help by translating any questions parents and students might have. If the child is identified as an eligible candidate for bilingual/ESL services, our ESL teacher, Andreea Calin conducts an informal oral interview in English or in the native language of the parents/guardians if need be. Subsequently, the Language Battery Assessment is administered within 10 days from his/her enrollment to identify the child as an English Language Learner or English proficient. Our ESL teacher administers the LAB-r, while our Spanish teacher, Evans Nephthys will administer the Spanish LAB to Spanish speaking students who are found eligible for services after handscoring the LAB-r to determine language dominance within 10 days of their initial enrollment. The students whose home language is other than English and are entitled based on the results of the LAB-r testing, remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 There is a strong collaboration between our articulation personnel and our certified ESL teacher Andreea Calin to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an entitlement letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their initial enrollment. Parents/ guardians are also notified over the phone in the appropriate language about the scheduled date of the ELL Parent Orientation session. At these sessions parents/ guardians are provided with information and explanation about the bilingual, ESL and Dual language programs existent in NYC. Additionally, parents/ guardians are shown the video from the OELL where program placement options are presented with clarity and objectivity in the appropriate language. The parents/guardians are then given the opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule as make-up sessions are offered within the mandated timeframe. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using translator services available through the office of translation service within the DOE and in-house translations conducted by our bilingual staff. The parents/ guardians are told to read the survey, make their selection and return signed documents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 All parents of newcomers are given the Parent Survey and Program Selection form prior to the Parent Orientation session where they will take their time to fill it out after having been given all the necessary information to make an informed decision in selecting

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Our ESL teacher, Andreea Calin coordinates orientations and delivers information to the parents/guradins in a timely manners. Our goal is to provide parents/guardians fo ELLs with the opportunity to make an informed decision and to empower them as the main decision-makers in this process. Parents are also advised that they can request to go to another school that provides a program that we may not offer. As mentioned above, copies of all letters and forms are stored by our ESL teacher, Andreea Calin in an ESL compliance binder while the original is stored in the students's cummulative files. When we receive the parent selection form from a parent of a new admit, we input the information the the ATS using the code ELPC no later than 20 days after receipt.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels (beginning, intermediate and advanced of ELLs). It is administered once a year in spring. It is the only approved test for measuring LEP students' level of English proficiency. It determined whether or not the students continues to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components of the above-mentioned test (speaking, listening, reading and writing) by administering them in the following sequence within the mandate timeframe: speaking, listening, reading and writing, and by keeping track of their attendance and offering make-up sessions. Before administering the NYSESLAT, our ESL teacher Andreea Calin, runs the RLAT and RLER codes in the ATS and carefully reviews them to make sure that all entitled ELLs will be administered the test. In addition, our ESL teacher uses the same codes to make sure that all ELLs receive their mandated hours of ESL services. At the beginning of the school year, the parents of students who achieve proficiency are informed by being sent the Non Entitlement/ Transition letter home by the ESL teacher. Those who have not tested out of the NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in an ESL compliance binder.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
After reviewing the Parent Survey and Program Selection froms for the past few years, the trend is that all of our parents (2 this year and 3 from 2011) have requested their child to be placed in the English as a Second Language program offered by our school. Additionally, some parents seemed not to like the idea of having their children placed in a bilingual program. Thus, the program offered at our school is in perfect alignment with our parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

In our ESL program we teach lessons with strategies that allow students to process information through multiple modalities. Thus, for Speaking, we provide opportunities for our students to talk about their learning by using Think-Pair-Share, Save the Last Word for Me, Take a Stand or other structured discussion strategies. For Listening, we guide students through all types of media such as podcasts, videoclips etc. For Writing, we create time and space in our ESL classes so that students can use writing as a reflective, clarifying experience when reading. Additionally, we also engage them in quick writes, letters to selves, personal learning

statements etc. For Reading, our students are provided with ample opportunities to tackle this modality as well by exposing them to different types of texts such as informational as well as narrative. Students are asked to compare and contrast, to describe, to identify the cause and the effect etc.

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

Plan for SIFE:

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

Plan for newcomers:

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

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

Plan for ELLs receiving service 4 to 6 years:

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

Plan for long-term ELLs:

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

Plan for former ELLs:

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

Math:				
Science:				

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

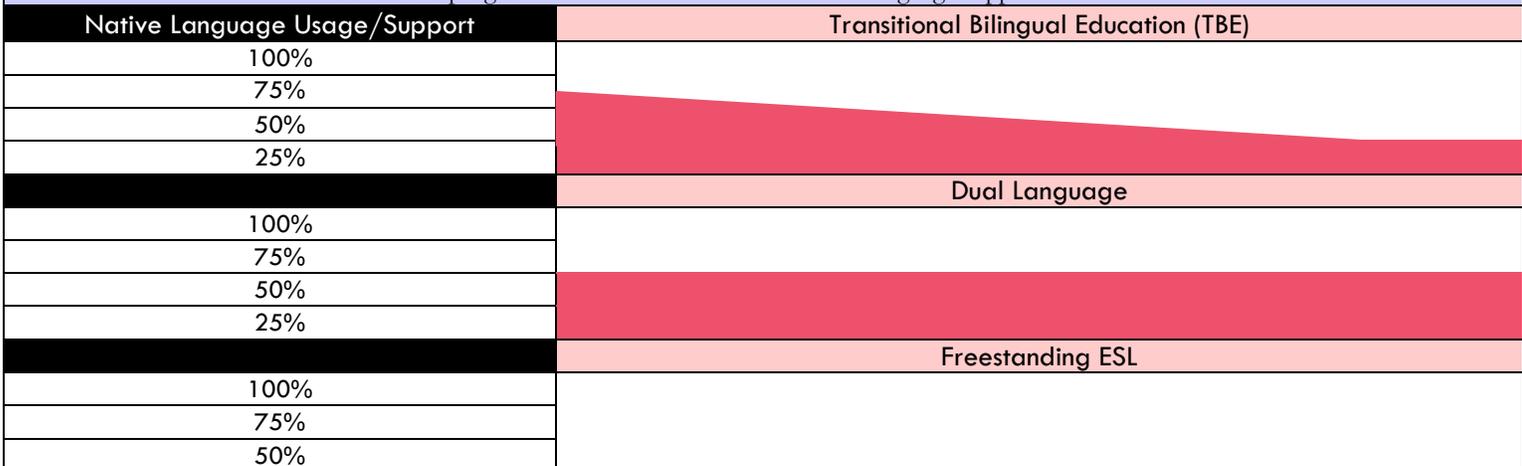
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

ELA:

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

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

Math:

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

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

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

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

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

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

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

We are not going to discontinue any of the services we currently offer our ELLs.

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

All ELLs are afforded equal access to all school programs which include Academic Centers that meet twice a week where students

who struggle in classes are given extra support. These sessions often are used to focus on skills and competencies important on Regent exams. We also have strategic Regent Preparatory sessions during after school times as we near Regent exams dates. Additionally, there are numerous extra-curricular activities available to all BCAM students, including ELLs. These seek to foster further inclusivity into our school and include: competitive Athletics providing a range of team opportunities for young men/women PSAL basketball, football, track and soccer clubs; extra-curricular clubs/advanced academic courses; student council, College Now, Diamond Squad, design club, Reel Films;

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

Our certified ESL teacher, Andreea Calin uses a variety of instructional materials in order to better support our ELLs' needs. Thus, Milestones Introductory is used to teach newcomers and low-beginning students survival language as well as the beginning academic skills that they need to navigate through their school environment. Alongside this program, we also utilize the online Reading Horizons program which teaches phonics in an explicit, systematic and multi-sensory fashion. As students build these foundational skills, this program layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. We also use Azar grammar books to give extra support in grasping language. Our intermediate and advanced ELLs are exposed to teacher-made common core aligned unit plans which give ELL the extra support they need to obtain a passing grade on their ELA regents.

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

In our ESL program native language support plays a paramount role thus, ELLs are given dictionaries and glossaries to use during their classes as well as the option of writing their responses in their native language.

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

All the materials we use are not only grade appropriate, but also aligned to the new common core learning standards. Students are required to build on their language acquisition by creating word walls, using National Geographic as a tool for learning. Also, when scaffolding language and using graphic organizers, our teachers are mindful of the differentiation strategies needed for each individual student.

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

BCAM provides summer orientation for all newly enrolled BCAM students, including ELLs. This orientation includes immediate modelling and experiences in school academic experiences, school culture, and Advisory as well as presentations to students/families about expectations, rules and school systems. When needed, we utilize our bilingual staff to translate for parents of ELLs or hire a translator.

18. What language electives are offered to ELLs?

There are no language electives offered to ELLs. However, our advanced and intermediate 10th grade ELLs take Spanish classes.

19. For schools with dual language programs:

- 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.

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Groll Network: 404

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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