

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE BROOKLYN SCHOOL FOR GLOBAL STUDIES

DBN (i.e. 01M001): 15K429

Principal: DAWN MECONI

Principal Email: DMECONI@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: MICHAEL MEHMET JR

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dawn Meconi	*Principal or Designee	
Virgil Marshall	*UFT Chapter Leader or Designee	
Maria Cole	*PA/PTA President or Designated Co-President	
Joseph Powell	DC 37 Representative, if applicable	
Shyanne Cady Najah Cole	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Natasha Blakley	Member/ CSA	
Tania Valencia	Member/ UFT	
	Member/ UFT	
Jeanette Robinson	Member/ Parent	
Diane Adams	Member/ Parent	
Valerie Wright	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, to increase the credit accumulation rate of all students in grades 9-12 as indicated by the third marking period scholarship reports in STARS.

Comprehensive Needs Assessment

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

Low scholarship/failure in high school courses leads to a breakdown in credit accumulation on the path to graduation. It is also an essential part of preparing students for their post-secondary goals and their first benchmark of college and career readiness.

According to the 2013 – 2014 High School Quality Guide, we received the following points in regard to Student Progress:

For Percent of Students Earning 10+ credits in 1st year, we received 1.5 out of a possible 9.8 points
For Percent of Students Earning 10+ credits in 2nd year, we received 5.7 out of a possible 9.8 points
For Percent of Students Earning 10+ credits in 3rd year, we received 6.3 out of a possible 9.8 points

The percentage of points earned led us to Approaching Target in the Student Progress Section Rating

The 9th and 10th grades provide the foundation for future success on the path to graduation. As of the most current STARS scholarship report, the 9th grade has an overall 59.29% passing rate and the 10th grade has an overall 57.83% passing rate.

Instructional Strategies/Activities

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

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

1. As a first year Advancement Via Individual Determination (AVID) implementation school, organization is one of our identified areas of focus. All students are required to have binders, agendas and use the Cornell note taking system. Part of AVID's philosophy is teaching students *how* and what it means to be a student.
2. As a first year AVID implementation school, selected 9th grade students are given an AVID elective class. This class teaches students study, organizational and social skills; it also provides tutoring. In grades 9-12, students not in an AVID elective class are in Seminar classes which fulfill the same purpose.
3. In order to receive the necessary foundational skills, incoming 9th grade students receive a double period of ELA in the fall and a double period of math in the spring.
4. AVID and Seminar teachers meet weekly with Assistant Principal (AP) of Supervision to track student data and identify best practices.
5. Mondays' Professional Learning Community (PLC) will alternate grade team data inquiry work with best practices to support student engagement.
6. The AVID site team meets weekly to discuss 9th grade student progress.

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

1. AVID elective teachers and Seminar teachers. School will purchase agendas for every student and purchase additional binders using Tax Levy (TL) funds.
2. AVID elective teacher trained during Summer Institute and content teachers teach Seminar classes. AVID site team will do Professional Development (PD) on the Cornell note taking system and key organizational strategies.
3. English Language Arts (ELA) and math teachers will be programmed to provide additional support to 9th grade. Teachers are partially funded with Title I SWP. AP partially funded by Title I SWP.
4. Weekly meetings with AP and AVID/Seminar teachers built into Common Planning schedule.
5. Monday's PLC time will be used for grade teams and data inquiry. Instructional strategies will be presented by principal, AP supervision and AVID site team members.
6. Site team meets weekly after school; guidance counselor is part of team and provides individual student data; per session is allocated.

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

- Scholarship reports every marking period will be used to judge the impact of the implementation of school wide organizational strategies. Percentage of students passing their classes will increase by 5%.
- In addition to scholarship reports analyzed every marking period, during weekly meetings Seminar teachers will also track the progress of “soft skills.”
- We will see an increase in writing ability and students will be prepared to take the ELA Regents in the 10th grade; we will see an increase in the number of students prepared to take the Common Core Integrated Algebra Regents in June.
- We will see more coherency across grade levels and a sharing of best strategies through intervisitations.
- We will see an increase of the number of teachers being rated effective in Domain 3, particularly 3C: Engaging Students in Learning.
- We will see an increase in the number of students accumulating 10 or more credits in the 9th grade year by 5%.

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

- Ongoing from August 2014 to June 2015.
- Ongoing from September 2014 to June 2015. Classes met 5x per week.
- Double period ELA class meets from September 2014 to January 2015. Double period math class meets from February 2015 to June 2015
- Weekly from September 2014 to June 2015.
- Weekly from September 2014 to June 2015.
- Weekly from September 2014 to June 2015.

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

- AVID site team attended summer institute training. TL funding was used.
- AVID elective teacher teaches the AVID 6th grade class and 9th grade class. Elective teacher is funded with TL Blueprint Assistance funding.
- 9th grade math and ELA teacher programmed for additional support classes.
- Entire school has period 5 free to facilitate common planning.
- The new UFT contract provides time for professional development and data inquiry after school on Mondays and Tuesdays.
- AVID site team meets weekly after school; per session is funded with TL.

Strategies to Increase Parental Involvement

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

- AVID elective teacher will create monthly newsletter to send home to families.
- Parent Coordinator will send home monthly newsletter about curriculum and school news.
- Families will be invited to the building during Tuesday's Parent Engagement Time.

Budget and Resource Alignment

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

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

X TL Blueprint Assistance Funding

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, to increase the percentage of students passing the ELA and math state assessments in grades 6-8. More specifically, to increase the percentage of students scoring at level 3 or above on the April 2015 ELA state test from 2% to 4% and on the math state test from 5% to 10%.

Comprehensive Needs Assessment

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

The transition to Common Core asks that students read more complicated texts and be able to solve multi-step conceptual mathematical problems. Even at the middle school level, if students are really going to be college and career ready, then they must be able to pass these new high stakes exams with higher passing rates.

The Middle School Quality Review Guide Report shows the following data:

In terms of Student Progress, we earned 10.1 points out of 25 for ELA and 23.8 out of 25 for math.

In terms of Student Progress for the Lowest Third, we earned 16.1 out of 25 for ELA and 23.9 out of 25 for math.

In terms of overall Student Progress, we Exceeded Target.

In terms of Student Achievement, we received 2.5 points out of 19 for students scoring a Level 3 or above in ELA and 5.5 points out of 19 for students scoring a Level 3 or above in math. In addition, for Percent of Students Passing a Course, we received 3 out of 4 points for ELA and 3.9 out of 4 points for math.

The data reveals that we do a fairly good job at helping students make progress, especially our Lowest Third, but not necessarily with making them meet state standards. The data also reveals that the percentage of students passing their courses does not align with the percentage of students meeting state standards. This reinforces our last Quality Review and the need for an increase in more rigorous coursework. Developing more rigorous coursework aligned to the Common Core will prepare students to meet the new demands of the state test and will help increase the number of students meeting state standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A.

Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Middle school ELA teachers will use the Code X curriculum and attend its corresponding professional development. Middle school math teachers will use Pearson's Connected Math Program 3 (CMP3) curriculum and attend its corresponding professional development.
2. An assessment calendar will be created for both ELA and math. ELA will administer the Code X Unit Tests and math will administer the CMP3 Unit tests. During department meetings, the data from these Unit Tests will be analyzed and used to modify instruction.
3. ELA and math will administer the Periodic Assessments and use the data from Schoolnet to inform instruction. These baseline and benchmark exams will be integrated into the Assessment calendar and discussed during data inquiry meetings. Teams will use a majority of Monday's PLC time for this work.
4. A math coach from Metamorphosis Teaching Learning Communities will be contracted to provide onsite math coaching for all middle school math teachers. A newly hired ELA teacher will be the Team Leader for the PLC and will meet with principal weekly to review the data.
5. Independent reading will be introduced on a regular basis in all middle school classes. The school will contract with LightSail; students will have access to over 80,000 books, matched to their Lexile level, through the use of iPads.
6. All teachers will have common planning time to work on lesson planning and curriculum alignment.

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

1. Code X and Pearson CMP3 materials and professional development sessions. Per diem for professional development sessions.
2. Monday's 80 minute PLC time will be used for assessment calendar/data inquiry meetings.
3. Schoolnet will be used for Periodic Assessment and for data reports. Monday's 80 minute PLC time will be used

to analyze data.

4. Math coach from Metamorphosis will provide 36 days of onsite coaching. Math coach will work on content and lesson planning as well as side-by-side teaching. Principal will meet weekly with ELA and math department team leader.
5. LightSail software license will be purchased and additional iPads will be purchased. All ELA middle school teachers will attend LightSail PD.
6. Common planning schedule will be created to ensure effective use of teacher time.

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

1. Teachers will become more adept in making the curriculum their own and adapting it to their students. This will be evidenced during the observation process and the improved ratings teachers receive in 3C: Engaging Students. Teachers will be able to focus in on the “Big Ideas” of their subject area and how to make students think deeply and critically about them.
2. Assessment calendars will be designed around units. Each grade level will follow the same pacing calendar and analyze Unit Test data. Unit data will be analyzed by standard. The effectiveness of this strategy will be seen in the increase of the number of students passing their Unit Tests.
3. Effectiveness will be evaluated by how students perform on the ELA and math Schoolnet Fall and spring Benchmark assessments.
4. Effectiveness will be evaluated through the observation process and an increase in scores in all Domains, with a particular emphasis on Domain 3. Advance reports will be reviewed on a periodic basis to measure results of coaching.
5. Students Lexile levels will be tested in September, January and May to track increase in reading levels.
6. The effective use of common planning time will be seen in the increase in the number of effective ratings across all Domains.

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

1. Ongoing, August 2014 to June 2015.
2. Once a week from September 2014 to June 2015.
3. Once a week during Monday’s PD from September 2014 to June 2015.
4. Twice a month onsite coaching from September 2014 to June 2015.
5. Twice a week December 2014 to June 2015.
6. Five times per week September 2014 to June 2015.

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

1. Pearson CMP3 curriculum and Code X curriculum. ELA and math teachers will attend citywide PD. Per Diem will be allocated for coverages using Tax Levy.
2. Unit Tests from CMP3 and from Code X. Assessment calendar will be created with resources from Teaching Matters website at no cost to school.
3. Schoolnet will be used for reports; school’s programmer will facilitate process.
4. Metamorphosis math coach will be onsite for 36 days. Per diem will be allocated for coach to pull teachers out of their classes on some of those days. Tax Levy Blueprint Assistance and Contract for Excellence funding will support this initiative.
5. LightSail software program will be purchased using TL and new iPads will be purchased using TL.
6. Common planning time will be scheduled during period 5 when all students have lunch.

Strategies to Increase Parental Involvement

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

Parents will be mailed letters home informing them of the new LightSail reading program. Workshops will be provided for families on how to support their children with this new initiative during the Tuesday Parent Engagement Time.

Budget and Resource Alignment

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

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

X TL Blueprint Assistance Funding

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, to increase the percentage of students with disabilities (SWD) passing state Regents exams with a score of 65% or above by 5% as indicated in the ELA, Algebra, Global History, US History and Living Environment Regents exams administered in June 2015.

Comprehensive Needs Assessment

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

A close look at the June 2014 Regents data shows a clear disparity between the number of general education students passing Regents exams and the number of special education students passing Regents exams. The data reveals the following:

In ELA, 75 % of our general education population passed the Regents with a 65% or above; the percentage rate for special education was 25%.

In Living Environment, 76% of our general education students passed the Regents with a 65% or above; the percentage for special education was 40%.

In Global History, 43% of our general education students passed the Regents with a 65% or above; the percentage for special education was 33%.

In US History, 86% of our general education students passed the Regents with a 65% or above; the percentage for special education was 50%.

In Integrated Algebra, 68% of our general education students passed the Regents with a 65% or above; the percentage for special education was 42%.

Instructional Strategies/Activities

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

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

1. AP Supervision was hired with a license in both special education and history; Integrated Co-Teaching (ICT) classrooms will be observed by principal and AP Special Education together, each focusing on a different lens.
2. Special education teachers have common planning time; common planning template was created to focus team work and support differentiation.
3. Regular support visits by the Regional Special Education Technical Assistance Support Center (RSE-TASC), Division of Specialized Instruction and Student Support for Special Education.
4. Interschool Development Coach provides PLC cycles for teachers. Coach works with ICT partnerships to turnkey PD on effective ICT partnerships and to facilitate intervisitation.
5. 2nd year implementation of PBIS (Positive Behavior Intervention Systems).
6. Network PD and support visits.

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

1. AP Special Education and Principal conduct observations in ICT classrooms together; complete observation cycle as a team. AP will be partially funded with Title I SWP.
2. ICT teacher common planning schedule is structured so teachers meet regularly and focus on long term planning and differentiation strategies.
3. During visits, Special Education Specialist joins weekly special education meetings and guides team through identifying best practices and tracking student progress.
4. Interschool Development coach follows side by side coaching model; prep period coverages are provided for intervisitation purposes.
5. PBIS team meets biweekly; TL is used to support Respect, Opportunity, Acceptance and Resilience (ROAR) store and positive behavior incentives.
6. During regular visits, network specialists work with PLC's during the regular school day and provide PD after school.

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

1. Increase in the number of teachers receiving effective ratings in all Domains; 5% elimination in gap of percentage of general education students passing Regents vs. special education students.
2. Increase in the number of teachers receiving effective ratings in all Domains; 5% elimination in gap of

- percentage of general education students passing Regents vs. special education students.
3. Increase in the number of teachers receiving effective ratings in all Domains; 5% elimination in gap of percentage of general education students passing Regents vs. special education students.
 4. Increase in the number of teachers participating in intervisitation cycles and an increase in the number of teachers receiving effective ratings in all Domains.
 5. Increase in the number of students receiving ROAR tickets and an overall decrease in the number of suspensions.
 6. Increase in the number of teachers receiving effective ratings in all Domains.

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

1. Ongoing September 2014 to June 2015.
2. September 2014 to June 2015 5x week.
3. Weekly, September 2014 to June 2015.
4. September 2014 to June 2015 for three cycles
5. Ongoing September 2014 to June 2015
6. Ongoing September 2014 to June 2015

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

1. AP Supervision will be hired. TL Fair Student Funding (FSF) and Title I SWP will be used.
2. Common planning will be scheduled as teachers' professional periods as per UFT contract.
3. Special education specialist will be provided by Network. Visits will include working with Special Education PLC.
4. Interschool Development Coach provided NYCDOE Teacher Effectiveness Initiative at no cost to school.
5. PBIS team is made up of teachers, administrators and guidance counselors and meets bi-weekly during the regular school day.
6. Professional development and teacher support provided by Network. Topics include differentiation, multiple entry points and scaffolding.

Strategies to Increase Parental Involvement

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

Monthly parent newsletter will keep families informed of curriculum and events. Family workshop will be offered on special education services and families rights.

Budget and Resource Alignment

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

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

X TL Blueprint Assistance

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 ELA Regents Tutoring Individual Goal Setting Apex Learning Online Remediation Program	Small group and one to one tutoring (approximately 30 students involved in these activities)	During the school day and after school
Mathematics	Math CMP3 Tutoring Math Regents Tutoring Individual Goal Setting Apex Learning Online Remediation Program	Small group and one to one tutoring (approximately 30 students involved in these activities)	During the school day and after school
Science	Science Regents Tutoring Individual Goal Setting Apex Learning Online Remediation Program Castle Learning	Small group and one to one tutoring (approximately 15 students involved in these activities)	During the school day and after school
Social Studies	Social Studies Regents Tutoring Individual Goal Setting Apex Learning Online Remediation Program Castle Learning	Small group and one to one tutoring (approximately 15 students involved in these activities)	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and conflict resolution/mediation AVID/Seminar for all students	Small group and one to one counseling (approximately 40 students involved in these activities)	During the school day and after school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Currently, all teachers are considered highly qualified. Teachers are programmed within license area, and when possible, within grade level preference. In order to retain highly qualified teachers, teachers are given leadership roles within the building and are supported when pursuing administrative certification. New teachers are recruited by school based committee members to ensure all new hires are qualified and can contribute to the school community. Professional development is led by the AP and the focus is the Danielson rubric and AVID teaching strategies. Teachers are also encouraged to attend outside PD's based on the needs of the building as well as their own professional interests.

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).
Ongoing professional development is embedded in the first year of AVID implementation. Teachers focus on research based effective teaching strategies. Teachers are also working in PLC's and focusing on data driven instruction. Common Core standards are embedded in all curriculum maps and revised based on baseline and benchmark assessments. Teachers attend outside PD sponsored by AVID, Code X and Pearson CMP3. They also attend College Board meetings and AP Expansion meetings. Paraprofessionals meet weekly to understand and learn how to implement students' IEPs as well as to record information on SESIS. In addition, all staff continues to be trained on the Danielson rubric. The principal and assistant principal are trained by the Talent Coach, and the principal also has a coach from the Leadership Academy.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our funding is conceptually consolidated and therefore all students benefit from targeted funding. The goal is for every student to not only meet but exceed state standards so every student benefits from the additional funding and programs. We identify students that, for example, are in temporary housing and make sure that they get the necessary supplies, but extend that service to all students we identify.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Periodic assessment and Measures of Student Learning (MOSL) decisions were made in collaboration with the MOSL committee and the PD committee which meets regularly. This year we are focusing on data driven instruction and teachers use their unit test data as a basis for their data inquiry work. The middle school is using the units embedded in their curriculum and the high school is creating their own unified benchmarks.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

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

- conduct parent workshops with topics that 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, The New Common Core Learning Standards, 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, with flexible times, such as meetings on the weekends, in the morning or evening, and using the internet, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Parent Resource Fair;
- 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;
- maintain the "Family Room" with computer access for parents a Parent Resource Area and a Parent lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers through Learning Leaders Program;
- 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 and maintaining the school website <http://www.mybsgs.com> designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

The Brooklyn School for Global Studies, 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 Brooklyn School for Global Studies and our 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;
- treating all members of the school community with respect;
- 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 parent workshops and meetings at flexible times, including Saturday mornings, evenings, over the internet, 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 through the Learning Leaders Program;
- planning activities for parents during the school year, in addition to Parent-Teacher Conferences where parents can discuss academic expectations and performance with teachers like PBAT information night, Standardized Testing Workshops, grade specific meetings and one on one consultations;

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;

- maintaining the “Family Room” which houses the Parent Coordinator, parent lending library, parent computer access and Parent Teacher Association and Title 1 Parent workspace;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing parent workshop opportunities (times will be scheduled so that the majority of parents can attend) and online tools such as Jupiter Grades, and www.mybsgs.com;
- 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;
- maintaining our school website www.mybsgs.com where parents can find up to date information about school events, activities and news;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school every day on time as well as follow the appropriate procedures to inform the school when my child is absent;
- making sure my child is in complete school uniform everyday;
- ensure that my child comes to school ready to learn every day, well rested, with all necessary supplies and with completed homework and assignments;
- assist my child in completing homework tasks, when necessary;
- helping my child work to the best of his/her ability by providing a quiet time and place for him/her to do homework
- encourage my child to read at home
- 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;
- making myself available to my child and the school by providing up to date contact information;
- 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-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.

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	\$216,814.95	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,659,060.00	X	See action plan

¹Explanation/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.

**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 15	Borough Brooklyn	School Number 429
School Name The Brooklyn School for Global Studies		

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 Dawn Meconi	Assistant Principal Gregory Markle
Coach type here	Coach type here
ESL Teacher Akilah King	Guidance Counselor Wayne Glaude
Teacher/Subject Area type here	Parent Pam Bynoe
Teacher/Subject Area type here	Parent Coordinator Kibibi Oyo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	288	Total number of ELLs	26	ELLs as share of total student population (%)	9.03%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
Push-In							4	1	2	6	9	3	1	26
Total	0	0	0	0	0	0	4	1	2	6	9	3	1	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12	1	0	5	0	4	9	0	4	26

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	12	1	0	5	0	4	9	0	4	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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							4	1	2	5	2	2	1	17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	0	0	1	7	1	0	9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	1	2	6	9	3	1	26

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	4	3	0	0	7
Intermediate(I)							2	0	0	0	4	1	0	7
Advanced (A)							2	1	2	2	2	2	1	12
Total	0	0	0	0	0	0	4	1	2	6	9	3	1	26

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	4				4
7	1				1
8	1	1			2
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The Brooklyn School for Global Studies uses Achieve 3000 tool, the Acuity test, and periodic assessments in English in order to assess the literacy skills of our ELLs. The data collected from these assessments has shown that many of the English Language Learners are reading below their grade level. The data also show that our students' critical thinking skills need to be developed as they are not

adequately able to answer the inferential questions about the text. We also found that students tend to miss Tier II vocabulary words during the assessment. This data has shown us that we need to provide scaffolds for our students. Such scaffolds may include graphic organizers. In addition to this, we will provide support to our content area teachers by providing them with professional development. Our ESL teacher will discuss with our content area teachers the skills that students need and the best ways to enhance those skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R and NYSESLAT Exam History Report (RLAT) demonstrate that students' listening/speaking skills fall behind reading and writing skills. Some of our students are able to pass the ELA which assesses reading comprehension but do not demonstrate the proficient language requirement on the NYSESLAT. The NYSESLAT proficiency levels illustrate that even though students demonstrated improvement in the four modalities, they did not meet the highest requirement that allows them to move on to a higher level. This explains the large number of students who are still on the same level within the advanced group.
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](#))

At this time The Brooklyn School for Global Studies cannot provide this information. The state did not provide our school with the required information.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

On the NYS Assessments, 2 out of 3 of our ELL students scored a level 2 in Science. Three of these students took the exam and one scored a level 1. The student who scored level 1 is a newcomer to our school and recently arrived from another country.

On the NYS Assessments, our ELL students are at level 1 in their ELA test. Six of these students are at this level and one student is at level 2. More than half of these students have special needs so this can account for the scores that they received.

On the NYS Assessments, our ELL students are at levels 1 and 2 in Math. Of the seven students who took this test, half of them have special needs and are uncomfortable when it comes to testing. We also had a beginner student who was a part of this group.

The data is very minimal to determine any significant results. Nonetheless, our English Language Learners scored about the same on the Math as the general population at our school with only a small number of ELLs scoring slightly lower than the general population on the ELA exam. According to the data, one newcomer student took the Math exam in his native language.

Our school leaders communicate with our teachers to discuss this data during our one-to-one meetings. During this meeting they develop an instructional plan that meets the needs of the students and relates to the challenges that they are experiencing. Our teachers also meet and share information with regard to the assessment results.

These assessments gives teachers and administrators a clearer understanding of what our students are excelling on and on what skills they need to improve. The native language is used because students are able to take the tests in a different language such as Spanish. If a student chooses to take any exam except English Language Arts in Spanish, he or she may do so. Our teachers and assistant teachers assist students with supplementary written materials whenever they prepare for exams. Students are also given native language glossaries during the exams.

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](#).)

We are a middle and high school but we provide intervention to our students. The intervention that we provide include The Achieve 3000 which is used to promote the literacy skills of our students. We also maintain constant communication with parents in order to ensure that parents know what is required of their children. Teachers maintain constant communication with each other in order to make suggestions to each other about strategies that may be helpful in providing instruction to individual students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We modify instructions for students by providing one-on-one help to students during independent work time. During differentiated instruction, students who need extra assistance usually sit together and teachers provide small group instruction to these students. We encourage pair work so students assist each other in a collaborative way. We use visuals to enhance learning. We also encourage students to use resources in the classroom such as the computer for research and bilingual dictionaries and novels and informational texts that are in both English and other languages that students speak. We use many tier 3 words to build students' vocabulary. These words help us to explain the multiple meanings that a specific word may have as it relates to a subject area.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- At this time The Brooklyn School for Global Studies does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL program by analyzing all achievement data including our school report card and progress report. In addition, we regularly administer period assessments to track student progress. Whenever our students take The ELA exam we determine their strengths and weaknesses and discuss them during our conferences with our English Language Arts teachers.

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](#).)
- At The Brooklyn School for Global Studies, each parent that has a new student is given the opportunity to complete a Home Language Identification Survey (HLIS) and a Student In-House Educational/Language survey in the target language. These surveys are reviewed by the Assistant Principal and /or ESL teacher in an effort to make sure that they are completed correctly. The Student In-House Educational/Language survey allows us to determine whether or not a student has attended a NYC school previously and whether or not there is a prior exam history. We use these surveys to help us to draw conclusions about which students are eligible for the LAB-R (Language Assessment Battery Revised or NYSITELL or if they are not entitled for services. Students are informally interviewed in English (informal oral interview) by the ESL teacher, Akilah King and in their native language by staff members who are native speakers. If we need someone to translate a particular language we will call in for translators. Once this is done, students take the LAB-R, the formal initial assessment. Furthermore, native speakers of Spanish are also administered the Spanish Lab by our licensed Spanish teacher. This assessment is only administered once, at the initial registration meeting. We usually ensure that the LAB-R is hand-scored so that our students are placed in the parents' choice of ELL program within ten days of enrollment.

We provide parental outreach in order to maintain that students complete this assessment within the required time. During the 2011-2012 and 2012-2013 school years, we have been successful in administering the initial assessment for all over-the-counter registrants within the first ten days of initial enrollment as per CR Part 154. The new ATS report, which is distributed weekly on Mondays, has greatly contributed to this phase of the ELL identification process.

Parents of English Language Learners are contacted and invited to attend the mandatory meeting with the Assistant Principal, ESL teacher, and Parent Coordinator. This meeting is an informational one and parents attend it within ten days of their children's initial enrollment. This meeting informs parents about their children's eligibility for services. The attendance of those involved is recorded at this meeting. Our licensed ESL teacher will administer all incoming home language surveys. When the language survey is completed, a copy will be given to Ms. Meconi, our principal. The parents will be able to watch a video that informs them of the

ELL programs (Transitional Bilingual, Dual Language, and Freestanding ESL), and then they are given the parent survey and program selection form. Our ESL teacher clearly explains the importance of the parents survey form to parents and answers specific questions that they may have. Entitlement letters, program selections forms and other necessary documents are distributed and collected by our ESL teacher. Forms are translated as necessary and are sent home with students. Continued Entitlement letters are also sent to the homes of all the current English Language Learners that are in our program.

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.
At The Brooklyn School for Global Studies, we ensure that parents understand the instructional program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available to the English Language Learners. We offer conferences with parents as soon as we determine that they are potential ELL and during these conferences, parents are given the opportunity to watch the Parent Orientation video in their native language. They may ask questions and obtain written information regarding the programs. We provide translation services to parents as well. These conferences that we offer are one-on-one, and we also offer small group parent conferences during the student's initial screening. During the school year, parents meet with the ESL teacher and the Assistant Principal to discuss their options regarding their children's education. We emphasize and highlight the program that we offer and parents notify us that they choose to have their children remain in their scheduled Freestanding ESL program. Additionally, whenever we mail the annual Continued Entitlement Letters home, we notify parents about these programs. We have a specific area in our building, the family room, where parents come in and fill in required information and watch the Parent Orientation Video.
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 [\[see tool kit\]](#).)
Parents are notified by mail whenever it is confirmed that a student is entitled to receive ESL services. This is done during the first ten days of enrollment. These letters are also written in the parents' target language. These letters fully explain the return procedures. Parents of students who continue to be entitled, as determined by the results on the New York State English as a Second Language Achievement Test (NYSESLAT), receive Continued Entitlement letters. We ensure that these letters are provided in the native language of the families. Additionally, follow-up phone calls are made to the homes to ensure 100 percent compliance. We also provide translators for this service. Whenever the letters are not returned indicating parental choice, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program as per CR Part 154 mandates. The school will place the child in the appropriate classes within nine days. All students deemed eligible to receive services will receive ESL services within nine days of initial enrollment. It has been indicated that the Continued Entitlement letters that are returned illustrate that parents choose to have their children remain in our Freestanding ESL program. All original forms are placed in students' cumes.
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.
Once our students are mandated to receive ESL service and are identified as an ESL student they will receive this service within nine days. Their LAB-R score also signifies that they should receive this service. If a parent requests that he or she wants his or her child to be placed in another school that offers other programs that we currently do not offer, we will seek out alternate placements in other schools. This information is usually communicated to our parents with the assistance of translators. There is a tendency for parents to continue having their students attend our school instead of removing them.

Our school completes the Extension of Services Report for those students who have obtained services for more than three years but less than six years. By doing so, we fulfill the New York State Education Department CR Part 154 requirements. The Extension of Services Report ensures that the school receives entitled State funding and emphasizes the services provided to these students. Many of these students are struggling to pass their classes because they lack the skills necessary for success at the Intermediate levels of English language proficiency. At The Brooklyn School for Global Studies, intervention services are carried out based on the reason/code noted for ESL extension of services request.

The ESL teacher ensures that information regarding students identified as English Language Learners (including newly admitted students) is collected and documented in BESIS throughout the school year. The collection of data is in alignment with State accountability requirements. Students are then programmed in our ESL program based on the program of choice identified on the Parental Survey and Program Selection form completed when parents register their students. Prior to the selection of the student program, the ESL teacher reviews the program available at our school (Freestanding ESL) with all parents. Parents are also informed about Dual Language and Transitional Bilingual programs. Parents are given the opportunity to ask questions and discuss

any concerns that they might have regarding program placement. In addition, there is a video that parents view in their native language. This video clearly explains the various programs that parents may choose from. Bilingual staff members provide translation services when needed. Our school reinforces that parents are well informed regarding all programs in order for them to be able to make an educated choice for their children.

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.

A meeting is held with the Principal, Assistant Principal, and the ESL teacher prior to the administration of the NYSESLAT in order to finalize NYSESLAT exam date, a make -up date, and other procedures. They also discuss the specific dates for the listening, speaking, reading, and writing components of the exam. In addition, plans for proctoring of the exam, parental notification and scheduling of students are determined. Parent letters written in the family's language are sent home and these letters notify the families about the dates of the administration of the NYSESLAT.

Our Assistant Principal and ESL teacher use NYSESLAT scores on the RLAT to measure ELL progress toward the achievement of proficiency in English. The results are used to classify students' proficiency level in English. Students are classified as beginner, intermediate, advanced, or proficient. Such classifications are used to provide the required amount of ESL and English language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education.

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*

At The Brooklyn School for Global Studies, we try to meet the needs of parents as best as we can. The program model offered at The Brooklyn School for Global Studies reflects parent's request for Freestanding ESL services. Our current Freestanding ESL program is aligned to meet parent requests. However, a TBE program will be created in our school. Once our middle school has 15 English Language Learners in a particular grade and they speak the same language our TBE program will be created. If we have 20 English Language learners that speak the same language in high school, then a TBE program will be in effect. This program will also be created if we have two continuous grades where students speak the same particular language.

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])?

The Brooklyn School for Global Studies applies a dynamic push-in/pull-out model of freestanding ESL instruction that utilizes effective co-teaching in the students' classes. ELL students receive instruction in their Math classes which are taught by a General Education Teacher and a certified ESL Teacher. Both teachers plan collaboratively to implement high quality differentiated instruction that meets the needs of all of the learners in the classroom. We provide additional assistance to students who need help outside of classroom time in order to ensure that they understand the content of the lesson and are meeting the assignment requirements. Pursuant to the CR Part 154 mandates, beginner and intermediate level ELL students receive 360 minutes of ESL instruction each week. Additionally, high school beginner students receive 540 minutes of ESL instruction each week. Advanced students are required to receive 180 minutes of ESL instruction each week. ELLs are programmed in heterogeneous classes of mixed proficiency levels. All ELL students are also required to attend a ninth period after school ESL class. During this time we focus on the basic skills that each student needs. This includes phonics and reading comprehension techniques. We also focus on the four basic-language acquisition skills: listening, speaking, reading, and writing.

Our Balanced Literacy approach follows the workshop model for reading and writing. This standards-based instruction applies a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials, aligned to the Common Core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. We incorporate the topics that the students are learning in the content areas to ESL reading and writing. In addition, students are adequately prepared to be college ready in their reading and writing skills. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage, reading strategies, and writing skills. Teachers create opportunities for our ELLs to interact with peers in small heterogeneous groups to encourage peer to peer learning. During this time they are assigned responsible roles and they are encouraged to present their peer discussions and observations to the classroom. At The Brooklyn School for Global Studies we also include small homogeneous groups led by an ESL certified teacher who rigorously develops English proficiency across all modalities. Additionally, students engage in project based learning that supports language development through the Social Studies curriculum.

All ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are incorporated into each lesson to facilitate higher order thinking and to encourage students to think independently. Our ESL teacher collaborates with our staff to support scaffolding learning for ELLs in their classrooms across all content areas. Effective practices such as the use of graphic organizers, semantic maps, modeled writing, cloze reading passages and read-aloud foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs using the SIOP model of instruction. Academic language development is promoted by providing students with opportunities for guided reading circles, read aloud, audio books, visual illustrations, graphic organizers, and modeled writing. Our students' English proficiency is also developed using the Rosetta Stone in the Classroom Interactive Language Immersion Program.

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)?

All our instruction is conducted in English. This is in accordance with parental choice on the HLS Parent Survey and Program Selection. We implement a freestanding ESL program where students are provided with push-in and pull-out services. Our ELLs receive the required number of ESL instructional units per day as mandated by CR Part 154 and determined by the student English proficiency levels. This has been determined by the LAB-R or NYSESLAT scores. Our beginner high school students receive 540 minutes per week of ESL instruction. This is also aligned to the ELA standards. When it comes to our middle school, the beginner students and all intermediate students receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes per week of ESL instruction. The ESL teacher collaborates with our ELA teachers and combines ESL strategies with content area instruction so that students can learn content and receive content credit while simultaneously developing English skills. The ESL teacher works to develop the reading and writing skills and strategies that ELLs are often lacking in their second language. ESL is provided by a fully certified ESL teacher.

Even though all instruction takes place in English, students are able to research and review materials in their native language to assist them in their learning. Native Language support includes the use of bilingual dictionaries, native language literature, technology enrichment in the native language, and the buddy system. Classroom textbooks are also provided in Spanish. Classroom material is translated in the native language of the students in order to facilitate the beginner students.

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

Our students are taught the content areas of Math, Science, ELA, and Social Studies on a daily basis. These content area classes are taught in English. Beginner ELLs in content areas are paired with a bilingual classmate who can act as a translator and guide to the school. Translated materials such as dictionaries and worksheets are provided for ELLs. Visual supports and tactile supports are used to further language development. ELLs are also given laptops so they can research items in their native language. This helps to make content comprehensible in English.

ESL and ELA teachers meet on a weekly basis and collaborate in order to foster content area learning and English Language development. A Grade Leader is assigned to each level and he or she works closely with all teachers teaching the same level. In addition, teachers are scheduled for common professional periods where possible and meet in Teacher Teams to collect and review data in order to inform instruction. Joint department meetings are also scheduled throughout the year.

At The Brooklyn School for Global Studies, we follow the workshop model for reading and writing. This standard-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials aligned to the curriculum include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored walls, pictures, and student work. We also display reading strategies and writing strategies that will be beneficial to students. Teachers create opportunities for our ELLs to interact and assist peers in small and heterogeneous groups. Our homogenous groups that are led by an ESL certified teacher facilitates learning in the four modalities: listening, speaking, reading, and writing. Our ESL teacher pushes in with content area teachers. Glossaries are provided to students in their native languages.

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

The evaluation process for English Language Learners must account for the student's identified disabilities as well as his or her cultural and linguistic differences. It is highly important that consideration must be given to the overall context of how, where and who will provide special education services to our ELL students. During the evaluation process, ELLs language proficiency must be assessed in both the native language and English and consideration should be given to the ELL's language proficiency, native language, educational experience, cultural experience, and learning characteristics. Students whose home languages are not English as determined by the Home Language Identification Survey (HLIS) and who score at or below the 40th percentile (if not excluded from testing) on the Language Assessment Battery (LAB), must be assessed:

- in both their native language and English by a bilingual assessment team;
- using culturally non-biased assessments;
- using information--from parents, ESL teacher, bilingual clinicians and others--which includes observational data, social emotional behavior data, sociocultural information, and academic/educational test data;
- using language assessments in both the native language and English, where possible, to determine the student's development in all areas including listening, speaking, reading and writing.

We also provide professional development of 7.5 hours to our staff members. This professional development addresses concerns that staff may have about our ELLs. Our school secretary helps to organize this.

The IEP Team must make an important decision after a student's evaluation. They have to determine if a student is eligible for special education services. The parent also participates in making the eligibility determination and is considered to be a member of the IEP Team. In making this determination, the IEP Team must find that the student has an identified disability based on New York State regulations and, by reason of the disability, needs special education services. A student may not be determined to be a student with a disability if the determining factor for the decision is limited English proficiency or the lack of instruction in reading or math. It is essential that in evaluating students who are referred because of demonstrated weaknesses in the areas of reading or math, the IEP Team review and consider the non-special education instructional interventions that have been used. We also believe

in seeking other interventions that can be provided to the student in general education in his or her home zoned school.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At The Brooklyn School for Global Studies we ensure that students are appropriately evaluated in all four modalities of English throughout the school year. Students are evaluated individually by our ESL teacher to assess their speaking abilities. Their listening abilities are assessed at specific points in time. Furthermore, the teacher uses resources from the NYSESLAT examinations and other Language Arts materials to assess students' reading and writing levels at specific points in time. Students' scores are recorded during these times.
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).

We currently have one SIFE (Students with Interrupted Formal Education) student at our school and he is an English Language Learner. Once this student begins the school year, he or she will be interviewed informally in his or her native language and in English. We will ensure that this student receives the necessary phonics skills and vocabulary skills that he or she needs. This student will also be reading level-appropriate textbook and stories. This student will also have differentiated instruction to meet his or her needs. Many SIFE students usually lack social skills and are illiterate in their native language so we will be using a buddy system for this student. He or she will be assisted by another student during specific classroom activities and during lunch periods. Additionally, technology will be used to allow our SIFE students to practice their listening and speaking skills. Technology will also be used in the other content areas to enhance the student's understanding of particular concepts. Other supportive materials that will be provided for this student are dual language classroom libraries, bilingual dictionaries and glossaries. Additionally, our SIFE students receive tutoring throughout the day.

Our newcomers are newly arrived students who enter our school with little or no prior English language instruction. They are programmed for three periods of Newcomers ESL classes for the given semester. Newcomers need additional support and attention in order to succeed academically and also to meet the Common Core standards. Special consideration is given to help the new students feel welcomed and adjust to their new surroundings. They are provided with a bilingual buddy to help them around the school and also to obtain metrocards and ID cards and other assistance as needed. Intervention strategies include collaborative teaching and individual and small instruction via tiered instructional activities (Task Rotations). The language proficiency of these students is assessed at the end of the semester. After parents are notified, students are programmed for beginner or intermediate level instruction.

Students who are receiving service from four to six years are provided additional support via one-on-one conferencing with the ESL teacher. These students also receive peer-tutoring. We apply for an extension of services for these students in order to continue to provide instruction that targets their specific needs. Our ELA Classroom Libraries provide supplementary materials for ELA and ESL classrooms. Some of our materials include fiction and non-fiction and bold print books and magazine subscriptions. Furthermore, Achieve3000 and Destination Math in Spanish and English afford the students the opportunity to support their language development through web-based activities.

Students who are long term English Language Learners and have completed over six years of service may still struggle to pass their classes. Many of them are potential LTE. We apply for an extension of service for these students in order to continue to provide instruction that targets their specific needs. They are also provided with additional support via one-on-one conferencing with the ESL. Peer tutoring also helps these students. Instruction focuses on vocabulary development and expansion, critical thinking skills, and test taking strategies. In addition, students participate in the Achieve 3000 Differentiate Reading program in English and Spanish.

Students who require alternative placement in special education classes are provided language support that addresses his/her academic deficits and delays (cognitive and language). These delays are also addressed in the self-contained classroom. Due to smaller class size in conjunction with the special needs of the student, instruction is tailored to the diverse levels of ability and comprehension. This is accompanied by the implementation of various differentiated learning tasks. This differs from the traditional mainstream methodologies by addressing multiple levels of instruction to complete comparable tasks whereas in the mainstream all students are on the same approximate level. Differentiated tasks include the use of different levels of vocabulary, reading comprehension passages and questions and a diverse array of reading samples in our classroom library.

We ensure that appropriate testing accommodation (time extension, separate location, bilingual dictionaries and glossaries, and

method of exam presentation and response) is provided for students with an IEP on the Regents and on the NYSESLAT. Separate classrooms are assigned for all Resource and X-coded students.

Students who scored Proficient on the NYSESLAT also receive test accommodations for two additional years. They are also encouraged to borrow books from the library and are offered useful websites and textbooks that facilitate their language development. These students also participate in extended day which is our ninth period. They are assisted with content and language material during this time frame. They are also afforded the opportunity to focus on online language development software. The ESL teacher supports content area teachers who teach these students.

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?

We have several strategies and materials that are helpful for teachers of ELL-SWDs. They provide access to academic content areas. This includes technology employed to promote student's skills and the implementation of strands of the Workshop Model for Balanced Literacy, Achieve3000, Differentiated Reading, Destination Math, SMART boards, and laptop projectors help to enhance learning. Several scaffolding strategies that we use include differentiated instruction, small group and one-to-one tutoring. We also provide extended-day support to students.

In order to ensure that English Language Learners meet the State Learning Standards teachers use varied strategies to assist the students in their English language development. Instructional strategies include Read Aloud, Brainstorming, Carousel, Choral and Part-Choral Repetition, and Cooperative Learning and Semantic Mapping. We also accommodate task rotations based on students' multiple learning styles. Vocabulary development and expansion with the utilization of "word walls" and the promotion of critical reading skills are evident in all classrooms. In addition, multiple resources and visual aides are used to assist students. Maps, video clips, primary sources, charts, graphs, and timelines all supplement instruction. Pair/share activities are an essential element of instruction. The strategy of matching a student with a peer who possesses stronger vocabulary skills enables both students to maximize learning. Computer Assisted Instruction such as the differentiate Achieve3000 Reading Program, Destination Math Program are also used to support ELLs. In addition, teachers implement strands of the Workshop Model for Balanced Literacy, Mobile-Lab, and Smart boards as they differentiate instruction. Classroom (English and Spanish) library in the ESL classroom, portfolios, and technology-based lessons complete the instructional program. ESL, ELA, and Content area teachers are engaged in bi-monthly Teacher Team Meetings to discuss and share strategies and techniques. Student engagement will continue to increase at all levels of language instruction as students activate prior knowledge, exercise autonomy, and become independent learners. Students work at the board, engage in interactive SMART Board activities, read from text/board/screen, and engage in paired/group tiered activities and self/peer assessments. Additionally, students engage in problem solving and critical thinking instructional activities.

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

The goal for ELL-SWD students at the Brooklyn School for Global Studies is to ensure equitable standards-based ESL educational services for culturally and linguistically diverse special education students and their families.

Instruction for ELL-SWD includes:

- Use of the Common Core Learning Standards as the base for English as a Second Language English Language Arts and other content area instruction in a least restrictive environment.
- Align instruction for ELLs who take standardized assessments with ESL, ELA NYS learning standards and performance indicators.
- Align instruction for ELLs who take alternate assessments with learning standards and performance indicators in ESL and with alternate grade level indicators in ELA and content areas.
- Increase use of multicultural materials and resources.
- Use of instructional and adaptive technology.

ICT classes and ESL push-in to content area classes.

- Ongoing professional development for both ESL and Special Education Teachers regarding the best instructional practices for ELLs

and students with disabilities in the least restrictive environment.

In terms of Student Entitlement and Achievement Data we provide:

- Ongoing reviews of students' IEP and ATS data
- Use of Alternative Assessment methods and standardized achievement tests
- Analysis of achievement data

Parent Engagement include:

- Orientation sessions
- Oral interpretation, written translation, and distribution of information and materials in the family's preferred language

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

When it comes to targeted intervention programs for ELLs The Brooklyn School for Global Studies provides various approaches. Students receive intervention in the form of small group instruction. Strategies include small group focused instruction and guided reading groups. Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in order to enhance the students' second language acquisition and cognitive academic language proficiency. The ESL and content area teachers differentiate instruction for newcomers, Long-Term ELLs, and ELL students with special needs. Spanish textbooks in Math and History are provided for Beginner ELLs. We also ensure that our students complete Performance Series Assessments in Math and English Language Arts. These are administered periodically to measure student progress as well as to tailor instruction to meet the students' needs.

The following interventions are offered for Beginner, Intermediate and Advanced ELLs:

- Extended Day program provide targeted small group instruction
- ESL strategies are incorporated to scaffold language development across the modalities
- Extended day, ninth period ESL that provides students with additional support through explicit targeted instruction.

The effectiveness of the program is determined to see if it meets the needs of ELLs in content and language development.

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 Brooklyn School for Global Studies offers an effective Freestanding ESL program and this program uses the pull-out model. We also incorporate the push-in model. We provide an effective program that meets the needs of varied ELLs. Our class size is small in the pull-out model and this facilitates the needs of the students who are struggling in a specific language area. The teacher is able to provide small group instruction during this time. In terms of the push-in model, our ESL teacher assists the content area teachers by providing students with language strategies that can be useful in allowing them to understand the content. This may include translating and simplifying written material. We also provide visual materials and graphic organizers that allow students to comprehend a given learning activity and this may be for ESL or another subject area.

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

New programs for our ELL for the upcoming school year include Scantron Performance Series Assessments that measures ELL development, as well as tailor instruction to meet the individual needs of the ELL. We also hope to implement a Native Language Arts class this upcoming school year. We also hope to update all classroom libraries with bilingual materials. We plan to purchase more software in order to enhance reading and writing skills.

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

The Brooklyn School for Global Studies will not be discountinuing any programs

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

At The Brooklyn School for Global Studies, we have some great enrichment/extra-curricular activities available for our students. Our ELLs are highly encouraged to participate in these activities. Our extracurricular activities include: Student Government, band, Road Runners Club, Cheerleading, Baseball, Basketball, Lacrosse, Yearbook Committee, and Peer Tutoring. There is an after-school program that is available for our Middle School students. This program is run in conjunction with OST and all of our ELLs are encouraged to attend. This program offers students the opportunity of additional academic support in an interactive setting. Its aim is to develop the academic and social language skills of each student. Furthermore, we motivate our students by providing scaffolds during reading and writing workshops and encourage them to become independent learner. There are also several programs that assist in the language and mathematical development of our students. They are used during classroom instruction and during our after-school ninth-period ESL class. These programs include:

- MY ACCESS Writing
- Destination Math

- RIGOR
- EXC-ELL

Our school provides bicultural/bilingual relevant materials (Appropriate for all Sub-groups) in students' native languages. The ESL teacher has a variety of reading materials that focus on students' native cultures. Our classroom libraries have a variety of genres and content-based books. In addition, our resource room and book room have a wide selection of books to support students' literacy development. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. We also have audio books that are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice. In addition, we have a new computer lab that will be equipped with the latest language learning software, including Rosetta Stone in several different languages such as English, Spanish, Arabic, French, and Chinese.

All ELLs are part of our school wide initiative that has a specific focus on addressing all four modalities- Listening, Speaking, Reading and Writing. We apply these four modalities by using the following systemic implementations:

- Cornell Note-taking
 - Listening Centers in every classroom using Cornell Notes and Graphic Organizers
 - Differentiating Instruction using data and students' areas of strength and focus
 - Exposure to technology in all subjects
 - Use of technology for projects and student growth
 - On-going professional development that will support Ell's academic development
 - Content Area Reading/Writing
 - Thursday and Friday ESL literacy development
- fliers for parents who do not have access to internet about upcoming sports game
Is invited to all after school and before school supplementary programs

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

The Ell students at our school can harness the power of technology in our new Mac lab by working on a range of project-based activities such as: Listening Exercises using iTunes, iPhoto, Podcasts and Public Service Announcements in the classroom. Students also have the ability to practice their listening, speaking, reading and writing skills by creating voice-overs, blogs, and slideshow narration to perfect their vocabulary, accent and comprehension. Additionally, students also practice their writing skills by creating visual presentations, films, and slideshows showcasing their mastery of English Language Arts.

Our beginner, intermediate, and advanced ELLs will be completing periodic assessments. They will be using Scantron Performance Series to highlight their strengths and weaknesses in literacy, ELA and Math. Based upon this data, teachers could then differentiate their instruction in skills such as decoding, inferencing and recalling. Additionally, our teachers could create high interest projects utilizing the power of the Mac OSX operating system and the myriad of creative applications built for teachers embedded in these programs. These programs are highly convenient and beneficial to our ELLs. They offer the following supports: Career and college writing preparation, resumes, pod casts, public service announcements, use of historical fiction, non-fiction and poetry, analysis of controlling ideas literary elements, and journals for student writing revision. Further, iMovie can be used in digital filmmaking of narratives to harness the imagination, creativity and energy of our students when used in conjunction with cooperative, differentiated instruction.

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

Native language support is provided in all classes as our teachers are multilingual and able to support students' learning of L1 and L2 in ESL content area classes. CR-Part 154 mandates that instruction using NLA support be available to all students. Bilingual classroom libraries and dictionaries are also available. We will be purchasing additional classroom materials in order to supplement our existing selections. Instruction is aligned with English Language Arts in order to prepare for the ELA state exams. Our students are able to transfer their newly acquired skills to English, and this enables them to succeed on the ELA state exam. Students participate in the Achieve3000 Spanish web-based program and Spanish Math instruction tailored to meet the student's needs is created through via the Performance Series assessment. glossaries books we read.

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

Most of our classes are heterogeneous, so we promote differentiated instruction. In addition, our instructional materials and textbooks and readers are age-appropriate. All required support services and resources correspond to students' ages, grade levels, and proficiency levels.

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.

In order to assist newly enrolled ELLs before the beginning of the school year, our Principal facilitates a new student orientation in late August. The Principal, Assistant Principal, and Parent coordinator present the full gamut of our program including all extra-curricular activities. Programs and extra-curricular activities are open to all students. Students from several clubs and organizations in our school play an active role in providing our incoming students with a guided tour of our building and answering any questions these incoming students may have. We also have a mentorship program for newly enrolled ELL students. These students will have a peer mentor who keeps them informed about school information such as important locations in the school. This practice will provide meaningful oral development as it uses the school community as a familiar and natural environment to discuss.

18. What language electives are offered to ELLs?

We offer Spanish as our foreign language elective course. We are planning to implement a Native Language Arts class.

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)?

We do not offer a dual language program at this time.

C. Professional Development and Support for School Staff

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

1. We have several continuous professional development series for our staff. This includes workshops, modeling and classroom training provided by ESL teachers and/or service providers for all faculty members providing instruction and services to our English Language Learners. Throughout the year, select members of the ESL Department have had the opportunity to attend Professional Development training relevant to ESL instruction; these teachers turn-key what they have learned to other staff within the school. Other examples of professional development activities are Demonstration Lessons, Common Professional Periods, Joint Department Meetings, and New Teacher Workshops. Teachers are also required to attend monthly department meetings and faculty conferences. Topics for these sessions are announced as the term progresses. Teachers participate in bi-monthly Teacher Team Meetings. In addition, teachers of ELL are encouraged to attend all workshops/conferences offered by the District/Regional offices.

2. In-house and off-site Professional Development workshops are offered to the entire faculty during citywide scheduled Professional Development Days. These workshops focus on strategies and methodologies for technology-infused, differentiated ESL, and align instruction to meet the Common Core Standards. Our PD program will focus on assisting our ELLs through differentiation. This is in alignment with our instructional program because our goal is to increase English language proficiency and differentiation is the key to this. We are planning the following PD sessions for our classroom and ESL teachers: Reading comprehension strategies for ELLs, Helping ELLs acquire academic language, differentiating instruction for ELLs in the classroom, ELA test prep for ELLs, and Regents prep workshops. There are also ELL training workshops that CFN 405 provides. During these workshops pedagogues are continuously learning about Common Core Standards.

In addition, we provide professional development on the Common Core Learning Standards during our twice a month department meetings. Through the use of Rubicon Atlas, the Common Core Learning Standards and ELA and math instructional shifts are embedded into our curriculum maps. Particular attention is paid to entry points for ELL's and the instructional shifts ELL teachers must make for their students to be successful. Topics for study include building knowledge through content rich non-fiction, using evidence in argument, and academic vocabulary. ELL teachers also attend network PD on integrating the Common Learning Standards into the curriculum. Our Instructional Lead Teacher also runs a lesson study group that meets once a week. The lesson study group analyzes the Common Core Learning Standards, creates lessons together, and schedules ongoing intervisitations.

3. Our staff members make themselves available to all of our students transitioning to both middle school and high school. Our bilingual guidance counselor regularly meets with students to discuss any challenges and concerns that they may encounter in either middle school or high school. Our ESL teacher supports our middle school and high school students with admission essays writing workshops and helps prepare ELLs for high school and/or college. We encourage 8th grade students to visit the high schools that they wish to attend. Our school also arranged for 11th and 12th grade college bus trips for students to visit prospective colleges and tour the campus. Staff members are informed about the culture of students (including dress codes and ways they socialize) and provide support as needed.

4. All teachers at The Brooklyn School for Global Studies must complete a 7.5 hour course on strategies in teaching ELLs as per Jose P. Special Education teachers and Special Education paraprofessionals must complete a 10 hour course. A copy of the certificate for the ESL course is placed in the teacher's file. The School payroll secretary is generating a list of the school staff that needs to fulfill this requirement.

Our school's professional development program is long term and ongoing in order to provide teachers with training on differentiated instruction and ESL strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet and exceed the New York State ESL Learning Standards and New York City Performance standards, and through this achieve improved scores on all state and citywide assessments. The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increased focus on differentiated instruction. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day.

Teachers are taught “how to” utilize data from formative assessment to modify and intensify the English language development.

In addition, all staff are provided with professional development every Thursday during our 37.5 minute meetings. In addition to unpacking The Danielson Rubric, which increases success for all students, special emphasis is placed on teaching strategies particular to ELL's. The entire staff is provided with PD on the needs of ELL students and how to adapt and differentiate instruction accordingly. In addition, our ELL teacher and Instructional Lead Teacher attend professional development workshops hosted by our ELL network specialist and turnkey the information back to the rest of the staff during faculty meetings. And finally, in order to share best practices, we have developed a school wide intervisitation schedule and have twice a month grade team meetings. In this way professional development is not only provided by the administration and the network, but by the teachers themselves.

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. The Brooklyn School for Global Studies will host a series of workshops for parents of ELLs. The initial Parent Orientation meeting offers parents the opportunity to learn about our school and the programs it offers. During this initial meeting, we inform parents of their rights and program choices in their native language and provide them documentation in their native language to ensure that they understand their rights and to clarify any concerns they may have. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding their child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam. This year we also hope to hold parent workshops that will encourage parents and guardians to participate and organize school events in order to maximize family involvement and in order to receive support from families. These workshops will be conducted with translators so that the information is accessible to all parents. We provide bi-monthly workshops to parents.

2. OST is an organization in which teachers work collaboratively to provide an after-school program for the students. OST also works with our school to provide the clubs for the after-school program. In addition, the ESL teacher is currently working with the parent coordinator, as well as the PTA committee, with the goal of devising a series of meaningful and desirable workshops that offer parents valuable and useful information, such as job skills and wellness sessions. We hope that these workshops will increase parent involvement in school related-events and create a sense of community for ELL and non-ELL families alike.

3. Our parent coordinator sends out surveys to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of the parents are.

4. Our parental involvement activities are based on the needs of our students and their families. In order to increase parent participation and provide families with meaning resources, we tailor our activities to meet the needs of our parents as well as the school community.

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.

Part VI: LAP Assurances

School Name: The Brooklyn School for Global

School DBN: 15K429

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Meconi	Principal		11/13/13
Gregory Markle	Assistant Principal		11/13/13
Kibibi Oyo	Parent Coordinator		11/13/13
Akilah King	ESL Teacher		11/13/13
Pam Bynoe	Parent		11/13/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Wayne Glaude	Guidance Counselor		11/13/13
	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: **15K429** School Name: **The Brooklyn School for Global Stud**

Cluster: **4** Network: **405**

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.

For current students we use the Adult Preferred Language Report from ATS (RAPL) and for new students we use the DOE Parent/Guardian Home Language Identification Survey.

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.

For the 2013-2014 School Year we have 198 families who have indicated that English is their preferred language, 56 families who have indicated that Spanish is their preferred language, and 12 families that have indicated that Arabic is their preferred language. We have one family each for Chinese, Bengali, French, and Ukranian that have indicated this was their preferred language. We also have two families who prefer Fulani and three families who prefer Haitian 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.

The school will use the Department of Education's Translation and Interpretation Unit's free written translation service to translate all Parent Newsletters, School Calendars, Correspondence from the Principal, PTA notices, and other important school correspondence. All information that needs to be sent home to parents that comes directly from the Department of Education will be downloaded in our required languages.

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.

a. The Family Room will be opened and available specifically for oral translation on Monday's from 9:00 am-11:00 am. There will be a parent volunteer to translate in Spanish and for other languages. The Parent Coordinator will use the over-the-phone oral translation services provided by the Department of Education's Translation and Interpretation Unit.

b. For Parent Teacher Conferences, there are The Title 1 Parent Meeting and the May PTA meeting. During these time the parents vote on the new executive board. The school hires an outside vendor to come in and translate in the required languages.

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>.

3. The Parent's Bill of Rights is distributed at the first PTA meeting in all required languages and also are posted and kept in the Family Room. Signs explaining translation and interpretation services are posted near the main entrance of the school and in the Family Room.