

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

DBN: (i.e. 01M001):

15K448

School Name:

BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES

Principal:

SCILL CHAN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 15K448
School Type: Public Grades Served: 6-12
School Address: 610 Henry Street Brooklyn NY 11231
Phone Number: 718 923 4700 Fax: 718 923 4730
School Contact Person: Amanda Boege Email Address: amandab@bcs448.org
Principal: Scill Chan
UFT Chapter Leader: Tom Griffith
Parents' Association President: Anthony VanDunk
SLT Chairperson: Marilynn Doore
Student Representative(s): Amanda Martin-Lawrence and Danielle McGlaughlin

District Information

District: 15 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn NY 11221
Superintendent's Email Address: Kwatts@schools.nyc.gov
Phone Number: 718 455 4635 Fax: 718 455 4684

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: CFN102 Network Leader: Allison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amanda Boege	*Principal or Designee	
Stephen Simons	*UFT Chapter Leader or Designee	
Anthony Van Dunk	*PA/PTA President or Designated Co-President	
Eddie Kelly	DC 37 Representative, if applicable	
Amanda Martin-Lawrence	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Smith	Member/	
Jacqueline Bailey	Member/	
Marcia Martin-Lawrence	Member/	
Beth Mowry	Member/	
Candice Simon	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Brooklyn School for Collaborative Studies is a comprehensive grades 6 through 12 school located in District 15 in Red Hook/Carroll Gardens in Brooklyn. Our current register is 685 students. We predominantly serve low-income youth of color; the majority of our students (74%, Jan. 2013) are eligible for free or reduced lunch. Our student body is composed of the following subgroups: 56% male and 44% female; 38% African American, 48% Hispanic, 9% Caucasian, 4% Asian and 1% Other. About 34% of our students are students with disabilities (SWD) who have Individual Education Programs (IEP's).

Brooklyn School for Collaborative Studies is a diverse and respectful Expeditionary Learning School, committed to developing students and staff who are kind, open minded, persistent, responsible, and courageous. With support from peers, staff, families and school partners, students engage in challenging academic and social experiences that prepare them for college-level learning and full participation in civic life. Students learn to apply their intellect and effort to benefit themselves and their community.

We have active partnerships with the Morningside Center for Social Responsibility, Partnership for Children, BAM, the YWCA and the Red Hook Initiative. Through these partnerships we are able to better serve our students. These partnerships provide a range of services for the school from after school programming to targeted student interventions. Partnering with Mentoring USA, Mentoring for Real/Partnership with Children includes the the Young Men's Initiative (YMI), a program that provides mentoring, academic support, role modeling, and SEL support for young African-American and Latino males to enhance their success in school. Partnering with Morningside Center for Teaching Social Responsibility trains staff in using restorative practices to help students build and maintain supportive relationships with staff---making them more likely to be engaged by school.

In 2013-2014 BCS received a well developed in our quality review. According to the Quality Review, BCS has a coherent curriculum across grade levels that is aligned to the CCLS and have high levels of student engagement. Additionally, School leaders strategically utilize resources and make informed and effective organizational decisions to support school improvement and promote college and career readiness. This is reflected in our college admissions data.

In order to continue to grow and develop, BCS needs to deepen the cycles of observation using the Danielson Framework to inform teacher practice, and goals and support teacher development resulting in improved student work.

To support our work, BCS uses a distributive leadership model. Here are the key leaders that are referenced in our action plans below:

Name:	Role:
Scill Chan	Principal/ Upper Grades Director
Amanda Boege	Assistant Principal/ Lower Grades Director
Imani Matthews	Assistant Principal/ Director of Student Affairs and Family Engagement
Jesse Piscitello	Expeditionary Learning Instructional Guide
Scott Henstrand	Expeditionary Learning Instructional Guide
Karmella Herrera Billiones	Lead Teacher for Special Education
Jose Rivera and Taron Williams	Co-Directors of Culture and Character
Aurora Kushner	Expeditionary Learning School Designer

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

When students make real world connections, they are more engaged which leads to higher levels of academic achievement. Our curriculum is grounded in expeditions and case studies because this work gives students first hand knowledge to make them practitioners in their field and ensure accuracy, integrity and quality in the work they do. They build both academic and character skills, understanding that the work they do matters.

Student responses in the Learning Environment Survey last year revealed that students enjoyed and wanted more hands-on experience in curriculum. Although fieldwork, experts, projects and service are key features of case studies and expeditions, staff reported that scheduling, maintaining ratio of chaperones, and curricular tensions often made the implementation of fieldwork challenging. This work helps students act as experts in the field thereby deepening their reading, writing and critical thinking skills. Staff voted to modify the school schedule this year to incorporate “Expeditionary Thursdays.” These days will serve as the space for fieldwork, experts, service and project work time. Time will be spent in department and academic teams to plan appropriate expeditionary work.

Our strengths in this area:

- Curriculum taught through case study and expedition.
- The support from the staff as evidenced by our SBO vote.
- Engaging curriculum as evidenced by our QR score.
- PBATs allow students to explore one topic in depth.

Our needs in this area (addressed by this goal/action plan):

- Challenges scheduling fieldwork, particularly in the upper grades.
- Lack of a cohesive fieldwork guide for staff.
- Support for planning fieldwork.

Part 2 – Annual Goal

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

To increase student achievement, all teachers will plan and implement at least 2 Expeditionary Thursdays including the use of at least one fieldwork experience, that are directly linked to a case study or expedition during the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with 			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Teachers (with support from school leaders, instructional guides, department leaders, school designer, etc.) identify a compelling expedition or case Study topic in content area that is aligned with NYS standards and CCSS. Teachers identify a compelling guiding question and big ideas aligned to the expedition/case study.</p>	<p>Instructional staff</p>	<p>Weekly PD planned by PLT will prioritize expedition planning (Lower grades academic team time provided for expedition planning including planning of expeditionary Thursdays, in Upper grades this will happen in departments).</p> <p>IG coaching lunches will help dept heads support expeditions and case studies in classrooms. Jesse/Scott run 2/month.</p>	<p>EL school designer Aurora works regularly with Scott and Jesse to norm expectations for expeditions and case studies at BCS.</p> <p>Planning with ICT partners.</p> <p>Support with after school Dept PD - led by Dept Heads.</p> <p>Support with fieldwork plans for Expeditionary Thursdays from Instructional Guides and School Designer</p>
<p>Teachers plan fieldwork that has a clear purpose and enriches the expedition or case study. Teachers follow BCS fieldwork protocols and safely plan and implement the fieldwork plan.</p>	<p>Instructional staff</p>	<p>LT revises fieldwork protocols in September</p> <p>LT trains staff on protocols in September PD.</p> <p>Amanda, Imani, Scill create a rotation so 1 admin is on fieldwork each week.</p> <p>Jesse will create and maintain calendar of Expeditionary Thursdays updated weekly.</p> <p>Academic Teams plan Expeditionary Thursdays weekly and turn key expectations to ET team during Monday PD</p>	<p>IG's and SD support teachers in finding appropriate fieldwork and experts</p> <p>Support with after school Dept PD - Dept Heads and Instructional Guides</p> <p>Support with fieldwork plans for Expeditionary Thursdays - Dept Heads and Instructional Guides</p>

Part 4 – Resources Needed

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

We have two instructional guides who teach ½ time and coach ½ time. This coaching work is focused on the development of case studies and expeditions. Imbedded within this is the work on Expeditionary Thursdays.

Expeditionary Learning School Designer, Aurora Kushner meet with the instructional guides as well as teachers to help plan as well.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Teacher curriculum maps (APTs) will be reviewed by department heads in October and February using the [APT Feedback tool](#) and [LE Criteria](#) (focus on Case Studies). This data is used to inform PD and targeted coaching by the Leadership Team. Specific feedback is given bi-weekly on fieldwork plans to ensure sound instructional practice and student safety. At the end of the year, data from APTs will be reviewed to analyze where case studies exist across departments/grades to inform work plan for next year. This work will be done at our end of year meeting on May 18th. Teachers submit fieldwork plans to Scill Chan for Upper Grades and Amanda Boege for Lower Grades for review and feedback each week.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In order to support students socio emotional growth, BCS has a daily crew course. Similar to advisory, in crew students have the opportunity to work closely in a small group with one adult (their crew leader) on being, “crew, not passengers,” in school.

In the past, crew teams have not developed comprehensive curriculum for this crew time and therefore we have not fully utilized this time. Crew teams have begun the process of strengthening crew through planning and developing APTs. This can be seen in crew walkthroughs as well as engrade data. We have also rearranged our schedule to accommodate split crews. Students now spend 3 crew periods a week meeting in small groups to facilitate increased relationship building and the use of circles.

Similarly, our Culture and Character Committee, a representative leadership body composed of teachers, students, school support and administrative staff, has revised the Responsibility for Learning (RFL) and Responsibility to Community (RTC) Habits of Work and Learning (HOWLS) to streamline the process. Both initiatives are grounded in the belief that a strong crew curriculum leads to student understanding of how their habits of scholarship or performance character impact their academic performance. Fundamentally, through crew we seek to explicitly cultivate in students an academic mindset in their approach to their work. We have been using HOWLS for 3 school years.

Through this work in crew, students will be supported in building work habits and will improve their habits of work and learning grades.

Adopting Engrade as our online grading system which facilitates teachers, students, parents, and staff ability to track and monitor student progress in their courses and their Responsibility for Learning (RFL) & Responsibility to Community (RTC) Habits of Work and Learning (HOWLS).

Our strengths in this area:

- SLC participation comes out of strong crew relationships
- Crew looping to ensure strong relationships
- Directors of Culture and Character support core values and HOWLS work in town hall meetings
- Crewlympics helps student from relationships and bond as a crew

Our needs in this area (addressed by this goal/action plan):

- Walkthroughs during crew show more students in the hallway and on electronic during this period of the day.
- Crew plans are a series of activities but not a unified curriculum.
- Whole crews of 30+ students made circles and other activities more difficult.
- Regular family communication about grades.

Part 2 – Annual Goal

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

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Crew teams map out the year using a planning template that helps them link learning in crew to the crew learning targets and explicitly incorporate the core values and HOWLs.</p>	<p>Students</p>	<p>Weekly in Tuesday crew team meetings</p>	<p>Crew teams will meet plan, design, and assess crew curriculum</p> <p>Leadership Team will develop a protocol for walkthroughs in crew and craft a rubric on high quality crews to norm crew observations</p> <p>PLT will model crew best practices in PD time (e.g. readings, circles, service learning initiatives, community-building activities, crew circles)</p> <p>LT will support lower and upper grade voluntary intervisitation of model crews</p>
<p>Crew teams teach students how Responsibility to Community HOWLs data impact the learning community through the design of targeted circles</p>	<p>Students</p>	<p>1x a week crew circles</p>	<p>School leaders will work with the Culture and Character Committee to revise HOWLS</p> <p>School leaders will facilitate staff training on Engrade</p> <p>School leaders will support crews in preparing students for student-led conferences</p>

			DCC's will teach lessons in town hall to supplement this learning
Teachers use engrade in all of their classes to track HOWLs. RFL HOWLs and RFL HOWLs data (engrade) are used to teach students how their habits impact their grades.	Students, Teachers and Families	grades updated in engrade weekly crews reflect on progress monthly	Crew leaders lead reflection activities and monitor student progress. Teachers use engrade to track academic and HOWLs grades.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
35 minutes of Tuesday PD time is devoted to crew planning and family outreach. During this time teachers meet on crew teams to review curriculum and plan for upcoming crew events. Crew team leaders have been added to lower grades crews in order to facilitate an effective transition to crew looping. These leaders run the Tuesday meetings and also meet weekly with LG Director Amanda Boege to develop crew curriculum for their teams.
We have a partnership with The Morningside Center for Social Responsibility where one of their staff members works with our teachers 2 days a week to support the use of circles and restorative practices into our crew curriculums.
Our adventure coordinator runs crewlympics during crew.
The schedule was altered to pair crew with lunch to facilitate more spaces for smaller crews to meet.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Co-DCCs and SD review crew team plans and give feedback to teams by early November. These are then used to make changes and design curriculum for spring semester. In the spring, crew teams will reflect on yearly curriculum and make recommendations for next year.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In our last Quality Review, our reviewer gave feedback on 4.1 that school leaders can improve in observing teachers using the Danielson Framework for Teaching to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. Our reviewer stated “the school has yet to fully maximize Advance to provide routine formal feedback aligned to teachers’ professional goals as needed, thereby, limiting instructional capacity to further augment teacher pedagogy to improve the quality of student work products and student achievement.” In response to this need captured in our Quality Review feedback, we decided to increase the number of teacher leaders to provide more regular feedback to teachers (thereby increasing opportunities and structures for professional dialogue to improve student achievement). Previously, we only had department leaders in ELA and Math.

In our Learning Environment Survey, 34% of teachers responded that they disagreed or strongly disagreed that school leaders “provide time for collaboration among teachers.” In response to the Learning Environment Survey data, school leaders decided that a key school-wide goal would be to structure professional development time so that teachers had time to collaborate on planning and discussing curriculum, active pedagogy, and differentiation using the lens of our school model Expeditionary Learning.

Regularly, we solicit teacher feedback using online surveys, invitational drop in meetings to discuss with school leaders, exit tickets at meetings, and Consultation Committee. Feedback from a combination of these forums indicated that teachers wanted more time in department groupings, as opposed to grade/crew team, ICT partnerships, or inquiry groups. In response to this need, we had an SBO in June for our contractual PD time to be allotted in two chunks (one 100-min block on Mondays in department, and one 50-min block on Tuesdays for alternating whole staff town halls and crew team meetings). In order for true collaboration to occur, we focused on establishing trust between members of the school community. Since teachers work on a variety of teams, professional dialogue requires team building. We needed to provide support so staff learned how to work together to improve instruction and support improved student outcomes. By focusing on fostering collaboration between teachers, spearheaded by department leaders, we believe that staff will feel more support, receive more regular feedback, and develop stronger rigorous curriculum.

BCS has a large number of Sped students (~34%) and a large number of ICT teaching teams, service providers, and paraprofessionals. To coordinate maximum effectiveness in supporting student achievement, it was vital for our staff to work on being a collaborative community, engaging in PD towards common school-wide pedagogical goals.

Additionally, staff across all grades 6-12 needed to have professional learning time in order to develop vertical alignment of products and curriculum in the 7-year loop within a department (from our incoming Grade 6 to our outgoing Grade 12). By giving staff a birds eye view of all teaching in the department, we can develop high-quality rigorous products in each grade that scaffold on previous learning, thereby ensuring college readiness and on-time graduation.

Strengths:

- philosophy of school is collaborative (our school name)
- we follow the Expeditionary Learning Schools model that emphasizes collaboration
- teacher programs have built in collaborative planning periods
- weekly professional development in departments, led by department leaders, aligned to school goals
- department leaders meet weekly with school leaders to maintain open communication between teachers and administration and develop collaborative agendas for department learning time (aka Pedagogical Leadership Team, PLT)
- we emphasize different forms of making decisions as a school (A, B, C, D type decisions)

Needs:

- department leaders for all departments (not just ELA and Math)
- paraprofessionals are not engaged in professional learning communities,

-common language about high quality work to foster dialogue and collaboration in departments

Part 2 – Annual Goal

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

100% of full-time staff are engaged in weekly 100-min block in professional learning communities organized by departments throughout the year (Sept - June, once a week on Mondays). The purpose of this PD is to work on the development of high quality, inquiry based curriculum and the norming of high quality writing assignments across grade levels. Through this PD we hope to see richer curriculum directly linked to high quality writing tasks in each class.

These groupings give all full-time staff the opportunity to participate in professional development within a culture of respect and continuous improvement. ICT partnerships are grouped in the same department to support teaching teams. Paraprofessionals are grouped in their own professional learning communities to participate in PD focused on their role in an active pedagogy classroom. Department leaders develop agendas for meetings collaboratively with support from school administration (known as the Pedagogical Leadership Team, which meets one time a week for 90 min).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Weekly PLT meetings use Expeditionary Learning protocols and structures to support collaboration within departments around high quality work (modeling agendas to be used in dept meetings). EL is a research proven school model that supports the development of positive school culture and staff collaboration. PLT models school-wide meeting norms.</p>	<p>Department leaders are supported so that they can lead their departments each week in professional learning communities.</p>	<p>two periods a week every week from Sept-June</p>	<p>School leaders work with Lead Teachers to develop agendas and priorities for the PLT.</p>
<p>PLT focuses on differentiation to support learning needs of our subgroups. PLT models for department leaders how to engage staff in activities and dialogue and consultancies about how to differentiate curriculum to support student achievement and to produce high quality rigorous student work.</p>	<p>Department leaders are supported so that they can lead their departments each week in professional learning communities.</p> <p>Students</p>	<p>two periods a week every week from Sept-June</p>	<p>School leaders work with Lead Teachers to develop agendas and priorities for the PLT.</p>

	with special learning needs will be targeted and supported when staff are able to plan strategically to best differentiate for their diverse needs.		
Every quarter we have a PTA meeting that is instructionally focused with teachers presenting to parents about curriculum at BCS. This supports dialogue between staff and families about instruction and curriculum, and this promotes a common language for families to use when engaging their children in dialogue about their school lives.	Families	once every quarter from Sept-June; evening PTA meeting for two hours	Imani works with PTA to plan

Part 4 – Resources Needed

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

We have six instructional teacher leaders: ELA Dept Lead, Math Dept Lead, Humanities Dept Lead, Science Dept Lead, and two Expeditionary Learning Instructional Guides, and a Sped Lead Teacher. Schedule is designed so that department leaders, lead teachers, instructional guides, and administration can meet twice a week. Teacher leaders meet with school leaders once a week. Teacher leaders meet on their own once a week.

Expeditionary Learning School Designer, Aurora Kushner, meets with Pedagogical Leadership team and academic partners several times a year to support collaborative conversations focused on planning and differentiation.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

In February, we gather our PLT with our Expeditionary Learning School support staff in our annual “Mid-Year Huddle” where we assess our pedagogical goals for the year and our progress towards them. At this time, we will review our semester’s department agendas/minutes and assess through collaborative discussion protocols about areas of strength

and weakness in supporting collaborative learning communities. At the mid-year huddle, PLT will discuss their department teams group progress towards meeting school-wide pedagogical goals and set priorities for department meetings for the spring.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In June 2014, former principal Alyce Barr left BCS - she was our founding principal and at our helm for thirteen years. With any large leadership transition, staff communicated through town halls, emails, meetings and Consultation Committee that they wanted stability in leadership and consistency in vision. We wanted to make sure we were explicit and transparent about how the new leadership team would develop norms, protocols and structures to set the tone for a healthy school community in Alyce’s absence.

We also sent two of our three school administrators to Expeditionary Learning leadership training in the summer where they engaged in a 3-day PD about how to set a foundation of strong, unified leadership.

Strengths:

- Experienced leaders with diverse instructional and administrative backgrounds.
- New principal who is familiar with school (7-years as former AP).
- Expeditionary Learning Schools support with new leadership development.
- School-wide routines established for BCS professional meeting norms.
- Former principal Alyce Barr still available for transitional support as needed.
- School-wide email system to facilitate regular communication.

Needs:

- Models/best practices of effective communication formats used in other schools to reach staff, families, and students.
- Routinized practice in sticking to protocols in meetings and having a process observer as a norm.

Part 2 – Annual Goal

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

New leadership team develops norms, protocols and structures to support their work together to set the tone for a healthy school community. BCS School-Wide Meeting Norms are used in 100% of new leadership team and staff town hall meetings (LT and PLT) Sept-June. Leadership teams and department meetings will refer to an Expeditionary Learning Core Practice in 100% of meetings Sept-June. New leadership team organizes regular, detailed emails to staff, families, and students sent out weekly Sept-June to set tone for healthy communication in our community.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Uphold and communicate a decision making structure to staff that follows EL core practices and allows for shared leadership. This means that we will develop and use clear feedback loops utilizing the use of the ABCD decision making structure (a tiered decision making protocol that is shared with the staff). To ensure regular open communication, we will hold weekly Leadership Team and Pedagogical Leadership Team meetings, monthly staff town hall meetings, and biweekly L3 meetings.</p>	<p>All staff</p>	<p>Sept-June weekly LT and PLT meetings, monthly staff town hall meetings, and biweekly L3 meetings</p>	<p>L3 (Principal Scill, APs Amanda and Imani) will craft and share leadership roles of Upper Grades Director, Lower Grades Director, Director of Student Affairs and Family Engagement.</p> <p>Amanda facilitates LT with focus on relational trust and EL core practices 31-38.</p> <p>L3 will create structures for tracking teacher observation, goal setting, and coaching.</p> <p>L3 will revisit decision making A,B,C,D and feedback loops in school and make necessary adjustments and publish to staff and use regularly in leadership meetings.</p>
<p>Communicate positively and effectively with school community. We will develop regular and clear communication pathways to staff. This will be done through weekly staff e-mails and monthly full staff meetings. This will also be done through the use of the department heads who will turn key information gathered in our PLT meetings. We will carve out opportunities to promote staff trust building and relationship building and opportunities to celebrate success.</p>	<p>All staff</p>	<p>Weekly emails from L3 to staff (Sept-June) every Sunday and Wed night. Monthly staff town halls led by L3 related to culture and character.</p>	<p>L3 develops professional norms for all new leadership groups.</p> <p>L3 coordinates weekly staff, family, and student emails.</p> <p>Karmela facilitates creation of norms and purpose of new, larger PLT.</p> <p>Scill facilitates daily run down to norm and share daily priorities.</p>

New leadership teams will engage in self-assessment on Criteria for Effective Leadership Teams to create baseline and then will re-assess in February and June to chart qualitative progress on criteria for Effective Leadership Teams.	Scill, Amanda, Imani	Baseline in November, re-assess in February and June	Amanda as facilitator of LT mtgs will oversee the self assessment.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We have six instructional teacher leaders. Schedule is designed so that department leaders, lead teachers, instructional guides, and administration can meet twice a week in new leadership teams. Teacher leaders meet with school leaders once a week. Teacher leaders meet on their own once a week.
School designer SD Aurora assists with use of student and teacher data to drive leadership conversations about instruction and student achievement. SD supports intervisitation and sharing of leadership protocols in the EL network that may be useful. SD gives feedback on PD calendar and facilitates PD as needed. SD gives feedback and praise to leadership teams as necessary. SD supports with PLT mtgs and teacher-leadership development.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
After doing self-assessment on Criteria for Leadership Teams , we will set qualitative goals for Feb and Jan about criteria we would like to delve deeper into. We will routinize the use of professional norms in meetings and having a process observer in new leadership team meetings and staff town halls by November. We will do check ins about the decision making process in Feb during our annual Mid-Year Huddle and review notes from process observers captured in new leadership team minutes. We will develop a mid-year feedback form for staff to collect feedback and suggestions about methods of communication and clarity of new leadership roles.				
Part 6b. Complete in February 2015 .				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In the NYC School Survey 2013-2014 Report, 98% of our parents responded that the school makes them feel welcome. Parents also responded favorably to the question of the school’s responsiveness to parent feedback with 96% answering that school is quite responsive to parent feedback. Moreover, over 94% of the parents either strongly agreed or agreed with the statement that they would recommend BCS to other parents. These responses painted a portrait of a strong parent connection to the school. Nevertheless, the same survey results revealed that 44% of parents had never attended a Parent Association/Parent Teacher Association (PA/PTA) meeting, with another 28% only attended between 1-2 times. Last year, we had 60% of our families attend SLCs in March. This year, we would like to increase participation to at least 65% participation in our SLCs by spring.

Clearly, there is a disconnect between the positive feelings the parents have about BCS and their level of consistent participation in the life of the school community, including getting involved in the PTA, attending Student-Led Conferences, and taking part in students celebrations of learning and roundtables and PBATs. The need, therefore, is to strengthen parent involvement in their child’s education process.

Strengths:

- Favorable responses by parents on the Learning Environment Survey.
- Creation of admin role dedicated to strengthening parent engagement.
- Seven year arc to build relationships with families

Needs:

- Increased participation by families in Student-Led Conferences.

Part 2 – Annual Goal

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

To increase parent attendance by 5% from the fall to the spring Student-Led Conference

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement 			

<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
At least 3 weeks prior to the SLCs, Crew leaders will make initial contact by phone to their individual crew families to schedule a meeting for their child's SLC. If crew leaders need a translator, they will indicate provide this information to the parent coordinator who will secure translation services, both on-site and/or through the DOE. She will compile the request of translation information on an excel spreadsheet.	Families	February 17th- March 26th	Crew leaders contact parents
School leaders will include announcements about the SLCs in the weekly family emails as well as post them on the school's website. Announcements will be made at least 1 month before the scheduled SLCs. Dates for the SLCs are included on the school calendar at the beginning of the school year.	Families	February 25th - March 26th	School leaders will do PR for SLCs
Parent coordinator will assist crew leaders in their outreach of hard to reach families (e.g. wrong numbers, LTAs, etc.). She will also do additional PR by sending out robocalls and providing crew leaders with fliers for their students to take home.	Families	February 24th - March 26th	Parent coordinator assists crew leaders
Post-SLCs, crew leaders will continue to reach out to set up meetings with parents who were unable to meet during the scheduled days. Parent coordinator will provide crew leaders with any necessary support to schedule these meetings.	Families	March 26th - end of year	Crew leaders, with parent coordinator assistance, do follow up outreach to crew families

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Crew leaders will work with our school secretary to get the most updated parent contact information . Our parent coordinator works to reach parents we have trouble getting in touch with. She will also coordinate multiple forms of outreach (robo call, fliers, texts, phone calls, etc.) and attendance recording documents for SLCs.</p> <p>Imani will align school calendar and develop SLC materials for crew leaders.</p> <p>We will use staff as translators as well as translation services to reach families who don't speak English.</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

Track and record the attendance through crew sign in sheets of all parents attending the fall and spring Student-Led Conferences.

Part 6b. Complete in February 2015.

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	assessments in ELA class; previous year's ELA exam score if available; reading level; teacher observation; student/family request; report card grade	small group instruction; re-teaching; guided reading conferences; Great Leaps support; diversity of books at appropriate independent reading level	small group pull-out, one-to-one reading support with support staff person, afterschool/ lunch tutoring	during the school day, afterschool
Mathematics	assessments in Math class; previous math exam score if available; student/family request; teacher observation; report card grade	small group instruction; re-teaching; IXL online support; Khan Academy intervention self-study courses; study teams	small group pull-out, afterschool/ lunch tutoring, online individualized support	during the school day, afterschool, online individualized support
Science	assessments in Science class; student/family request; teacher observation; report card grade	small group instruction; re-teaching	small group pull-out, afterschool/ lunch tutoring	during the school day, afterschool
Social Studies	assessments in Social Studies class; student/family request; teacher observation; reading level; report card grade	small group instruction; re-teaching	small group pull-out, afterschool/ lunch tutoring	during the school day, afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	student/family request; teacher observation; OORS data; previous incidents; history of bullying; ACS referral; ; report card grades	counseling; peer mediation; restorative meetings; circles; guidance intervention; family meetings	small group, one-to-one, as needed, referrals for families to outside agencies	during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We hire staff by a committee comprised of a diverse group of staff members and school leaders through a rigorous multi-phase process, including the following: a) reading through resumes and screening for candidates whose experience best complements our school's mission and vision; b) formally interviewing candidates; c) requesting an on-demand writing sample that focuses on the candidate's understanding of the BCS Core Values and the requirements for being a successful Crew (advisor) leader to a group of 15 secondary school students; d) requesting and assessing the candidate's demo-lesson and sample unit plans.</p> <p>We support and retain our teachers through providing ongoing in-house professional development that is aligned with the Danielson Framework and Expeditionary Learning (EL)-- led by veteran teacher-leaders---which includes the following: a) weekly department meeting to enrich teacher curricular content, instruction, pedagogy, and assessment; b) bi-weekly grade level and crew (advisory) meetings to enhance horizontal curricular alignment and strengthen teacher support of adolescent development. The school leadership also leads the entire staff in professional development workshop at least once every other month.</p> <p>We provide our first & second year teachers as well as teachers new to BCS and the DOE with a formal mentor who regularly meets with them to support their transition, acclimation, and professional growth. Our new teachers also participate every other week in group meetings facilitated by our Lead SpEd teacher and our full-time Instructional Guide who provide ongoing professional development in areas including expeditionary learning pedagogy and practice, curriculum planning, Student-Lead Conferences, BCS community, best classroom practices, observations, and classroom management.</p> <p>Our Department Leaders, two Instructional Guides, and our Lead SpEd Teacher deliver professional enrichment to the whole staff through providing ongoing non-evaluative observations and feedback.</p> <p>As a PROSE school, school leaders encourage and support teacher inter-visitation to provide professional development and feedback for teachers.</p> <p>Our Instructional Leadership Team, which includes both Instructional Guides, our Lead SpEd teacher, and the three school leaders uses data provided by staff: 1. preference sheets 2. knowledge of their curricular and pedagogical strengths 3. areas of growth to make assignment decisions.</p> <p>We inform, encourage, and support all our staff in regularly participating in on site and off site professional development through our partnerships with Teachers College Reading & Writing Project, Expeditionary Learning, and Urban Advantage. Our staff also take advantage of professional development opportunities provided by Network 102/113 and NYC DOE.</p>

2b. High Quality and Ongoing Professional Development

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

All staff create Assessment Planning Tools—Expeditionary Learning curriculum maps—that align to the CCSS and are reviewed by and provided with detailed feedback from department leaders.

Our Pedagogical Leadership Team (department heads, instructional guides, & lead SpEd teacher) lead non-evaluative teacher observations to facilitate implementation of CCSS units and meeting CCSS standards. PD takes place on and off site.

All staff participate in ongoing professional development around the CCSS practices through our partnerships/affiliations with Expeditionary Learning, Teachers College Reading & Writing Project, and College Preparatory Math.

Department leaders, with the support from the Pedagogical Leadership Team, lead weekly department meetings. They design agendas to support colleagues in the development and strengthening of CCLS aligned unit plans.

Paraprofessionals meet as a group in their own professional learning community that addresses their classroom role, and examining the CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate

multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school pedagogical leadership team in partnership with the UFT reps meets monthly to discuss our PD plan as well as assessments used in our classes. The department heads also solicit feedback from their departments during their weekly department meetings.

In August 2014, a Local Measures Committee--comprised of teachers and administrators--was selected to review the State and Local Assessment measures to be used for teacher evaluation and instruction purposes. Members of the committee participated in a DOE MOSL training during the summer and officially met several times from between 9/3 – 9/12 to discuss which measures were to be used. The committee made MOSL recommendations to the principal, which were agreed upon, and shared with the full staff. The recommendations linked the local measures to our the subject PBATs and were based on the following criteria:

- Equity in evaluation as a 6-12 school;
- Commitment to the PBATs as an authentic measure of student success;
- Not adding tests and high stakes assessment to students.

Staff were provided with multiple professional development opportunities on how to uses the Local and State Assessments to improve instruction. We held an introductory meeting in September about our MOSL recommendations run by the MOSL committee. During Initial Planning Conferences (IPCs) teachers were given the opportunity to discuss and select the observation schedule that will best inform and enhance their instruction

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	423,729	x	11,14,18,22,24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	12,226	x	24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,468,001	x	11,14,18,22,24

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.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[Brooklyn School for Collaborative 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 school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 448
School Name BCS		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	675	Total number of ELLs	33	ELLs as share of total student population (%)	4.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														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														
Push-In														0
Pull-out							2	2	2	2	2	2	2	14
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	10	1	1	15		7	8	0	5	33

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	10	1	1	15	0	7	8	0	5	33
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	0	0	0	0	0	0	2
Intermediate(I)							4	1	0	1	0	0	1	7
Advanced (A)							9	5	3	3	2	2	0	24
Total	0	0	0	0	0	0	15	6	3	4	2	2	1	33

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
BCS uses both the TCRWP and the Bader Reading and Language Assessment Inventory to assess the literacy skills of our ELLs. The data obtained from these assessments is used as a valuable tool for collecting and recording information about a child's oral reading and comprehension. This helps inform our school's instructional plan by giving us valuable categories of information to place students in

groups and to plan for individual, small group and whole class literacy instruction. Data reveals that our ELLs struggle in reading comprehension, especially with main idea and inferential type questions. Furthermore, we have gleaned that most of our ELLs, in fact, have come to us with functional language in English, but lack conceptual skills in their native language. This presents significant challenges, as the linguistic abilities of our ELLs do not often match the needs of the classroom. We have found that our ELLs do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their second language. Yet, as the demands of the curriculum increase, beginning in middle school, our ELLs often struggle with the abstract academic language used in the classroom. Recognizing the stages of language acquisition that our ELLs go through, pre-production, speech emergence, intermediate level and advanced fluency, BCS teachers are able to align expectations with the appropriate stage of language acquisition. Additionally, our teachers recognize that, in the best of circumstances, acquiring academic language requires three to five years of instruction. That is why it is very difficult to move our ELLs from Performance Levels 1 and 2.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the results of the LAB-R and NYSESLAT, 24 out of our 33 ELLs are at the Advanced level of English language proficiency. Nine out these Advanced students are presently in 6th grade. Furthermore, our seven Intermediate students range from 6th to 12th grade. Our only two Beginning ELLs are in 6th grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

Patterns across proficiencies and grades reveal that our ELLs with disabilities struggle to perform well on the ELA and Math exams, especially our long-term middle school ELL SWDs. Also, after analyzing scores of our ELLs in grades 6-8, we noticed that our ELLs face linguistical challenges in expository writing. In order to increase teacher capacity and quality, we have stepped up our professional development and support for ELA teachers through our affiliation with Expeditionary Learning, the Teachers College Reading and Writing Project and Teaching Residents at Teachers College. In the area of mathematics, BCS strives to ensure that ELL data is analyzed and teachers are well informed as to the performance of our ELLs. Our High School Director works closely with math teachers to provide rigorous instruction to our ELLs and assist in providing concepts and academic vocabulary related to math. Targeted small group intervention in math takes place throughout the day and after school. Math teachers are encouraged to take advantage of professional development focusing around the delivery of instruction to ELLs. Furthermore, analysis of the results of our diagnostic formative and summative assessments helps BCS school leadership and teachers target areas of our curriculum and instruction that need improvement. As a member of the New York Performance Assessment Consortium, we use formative DYO Assessment designed with the support of our partner, the Center for Inquiry. Our English Language Arts department leader is responsible for staying abreast of the Common Core Learning Standards for English Language Arts and for working with teachers to understand and utilize these standards in designing curriculum and assessment.

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

Our entire school uses data from our ongoing informal assessments to guide instruction for ELLs within the Response to Intervention framework. We all engage in end of unit assessments from the core curriculum, leveled running records, orthographic assessments and anecdotal notes. RTI navigates our entire school improvement process for all learners in order to reduce the number of students who experience academic and behavior obstacles. As a school, our teachers work together within the RTI instructional model to engage in

ongoing informal assessments and monitoring that identify at-risk-learners. We provide appropriate academic intervention support for those students who are struggling with both academic and behavioral issues. We focus on what students can achieve and search ways to personalize instruction for all our learners, including ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our teachers make sure that a child's second language development is considered in instructional decisions. Our teachers have received PD in the stages of language development, pre-production, early production, speech emergence, intermediate fluency and advanced fluency, and they can match the stage of their ELLs with realistic academic expectations. Furthermore, our teachers understand that acquiring academic language in English can take five to seven years for an English language learner. Acquisition of social English, on the other hand, takes one to three years. Based on the research of Krashen and Terrell, our teachers understand how to level questions to match the language acquisition stages of their students. Our classroom teachers use these leveled questions in all the content areas, promoting student involvement and progress.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELLs continue to make substantial gains on the New York State English as a Second Language Achievement Test, greatly exceeding New York State passing rates. In Spring 2013, 25% of our ELLs passed the NYSESLAT, achieving proficiency in listening, speaking, reading and writing. Although Brooklyn School for Collaborative Studies has an unusually small population of English language learners, we pride ourselves in the rigor of our ELL support. Our students continue to transition out of our program rapidly and meet the high standards set for all students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. When a student is first admitted to Brooklyn School for Collaborative Studies, parents are required to fill out a Home Language Identification Survey (HLIS). This enables trained school staff to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal oral interview is held with the family in the native language, administered by our New York State licensed ESL teacher with the assistance of one of our many dual language staff members, trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered by our NYS certified ESL teacher, Michele Rayvid, to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish to children whose native language is Spanish by our NYS certified Spanish teacher, Jacques Hoffman. Our NYS certified ESL teacher administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. Once a student has been identified as an English language learner, parents are notified of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator with the assistance of our ESL teacher. During the orientation, parents view a parent information DVD in their native language as well as receive translated materials about the three ELL programs available to them, Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one

language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are given the opportunity to ask questions and speak to our bilingual staff. At the end of the orientation, school staff collects the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator makes sure all forms are returned and properly stored in the main office. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our school ensures that entitlement letters are distributed and returned. At the end of the parent orientation, school staff collects the Parent Survey and the Program Selection form, indicating the program that the parent is selecting for his child. The Parent Coordinator, Tracey Pinkard, makes sure all forms are returned and stored in the centrally located main office for easy access throughout the school year. She personally contacts parents via phone and email. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within 10 days of enrollment, ELLs are placed in the appropriate program.

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

Parents are informed that once the LAB-R is administered to their child, within 10 school days, they will be notified in writing in both English and their native language of their child's eligibility and placement in a program of their choice, if possible. Parents are told that our ESL teacher administers the LAB-R, a test that establishes English proficiency level. Those children that score at or below proficiency level become eligible for state-mandated services for ELLs. Our school makes every effort to stay in close contact with ELL parents through one-on-one meetings, phone conversations and informational packets, all translated into the native language. Furthermore, our ESL teacher and our Pupil Accounting Secretary update the ELPC screen in ATS within the first 20 days of school.

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

After identifying the eligible ELLs through the ATS RLER and RLAT reports, our NYS licensed ESL teacher, Michele Rayvid, and our Test Coordinator, Alex Caputo, work together to plan the NYSELAT testing schedule and distribution of parental letters to inform families of this upcoming assessment. Teachers who administer and score the speaking and writing sections of the NYSELAT attend a training sessions held by our Network. Our ELLs are tested on four separate days in separate grade levels. On the first day, the speaking assessment is administered by our Testing Coordinator and trained ELA staff. On the 2nd testing day, the listening section of the NYSELAT is administered. On the 3rd day of testing, the reading section of the NYSELAT is administered. On the 4th day, the writing section of the NYSELAT is administered. All make-ups are completed within the mandated time frame.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, BCS offers a Freestanding ESL program with 100% of instruction in English. This has been the trend in program choice for the past few years. This program model is aligned with parental requests. In both 2012 and 2013, 100% of ELL parents have requested Freestanding ESL for their children. We will build alignment between parent choice and program offerings by continuing to self monitor in order to honor parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

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

plan experiences to make sure we know our students well and support their growth in character as well as academic skills, and to carry out our school's transition to a Performance Based Assessment (PBAT) system, as we have recently become a Regents-exempt school. Our status as an EL school helps us to maintain coherent vision and continuous school improvement during a time of extremely dynamic growth and change for our school.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All entering Spanish-speaking ELLs are administered the Language Assessment Battery in Spanish when they first enter our school. Our New York certified Spanish teacher, Jacques Hoffman, administers this formal assessment. Because we are a DYO school, with a diverse population of Spanish, French, Cantonese and Arabic speaking staff, we are able to devise our own formal assessments to appropriately evaluate ELLs in their own native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Because we have such a small ELL population, it is easy to appropriately evaluate our students in all four modalities of English acquisition and keep records of student progress. Ongoing assessments in speaking, listening, reading and writing take place throughout the year. Our ESL teacher keeps detailed charts and records of these informal assessments, including anecdotal notes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

environment. To maximize time spent with non-disabled peers, our ELL-SWDs participate in flexible programming, mainstreaming into regular classrooms as much as possible. For example, ELL-SWD students in a 12:1 setting may participate in one or more mainstream or ICT classes during the school day. Furthermore, one of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Integrative Collaborative Team Teaching Program. We began with one 6th grade ICT class more than ten years ago, and slowly expanded the program so that there are many more ICT classes in grades 6-12. All students, including ELLs, who need more continuous support than they receive in SETTs, but who do not require the intensive support of a smaller 12:1 classroom, now have an appropriate supportive classroom placement in our school. With one 12:1 class, many more ICT classes, and numerous general education students receiving SETTs, speech/language support or occupational therapy support, we now have a larger number of ELL-SWDs. This year, fourteen out of our thirty three ELLs have their own Individual Educational Plans, reflecting their individual needs and goals. Our plan for these students has been collaboration between the ESL teacher, the classroom teachers and the IEP teacher to ensure that all our ELL-SWDs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong AIS structure. Our inquiry team has been studying the needs of our struggling math students, looking closely at students with IEPs who have lost ground in the past year. By understanding the challenges these students face, we believe we can help all our math students, including our ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

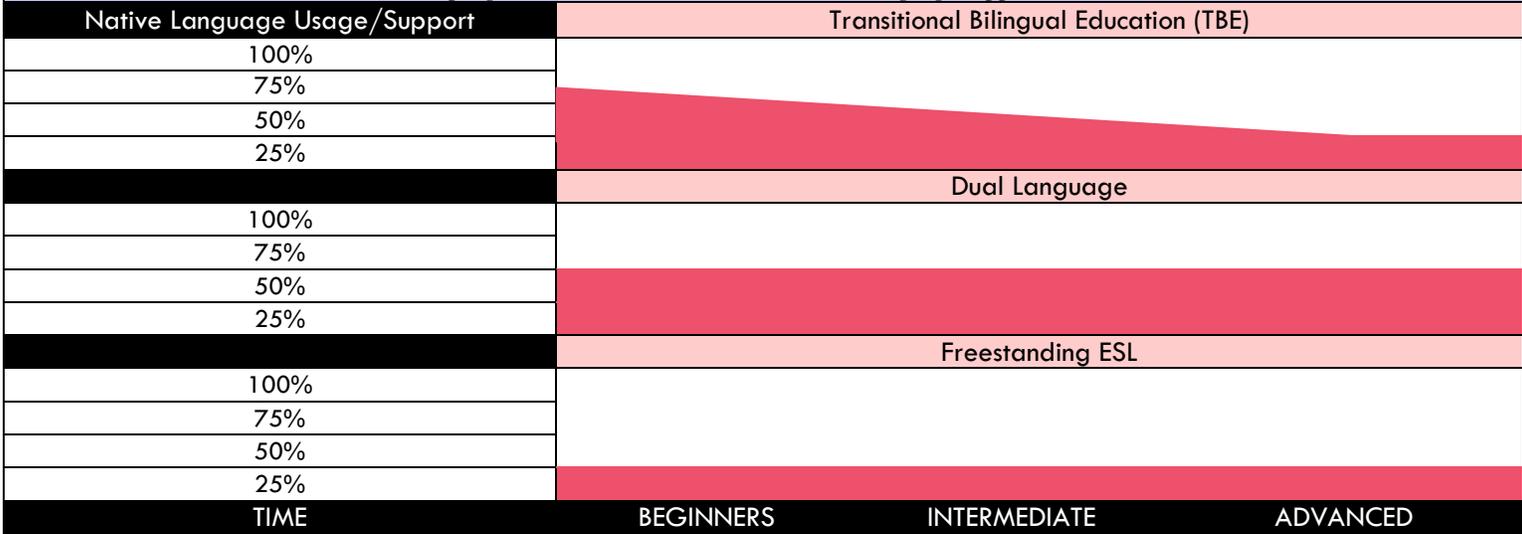
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- BCS has comprehensive Academic Intervention for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services. BCS has daily crew/advisory, which focuses on academic support skills, including a heavy emphasis on reading assessment and raising reading levels through sustained silent reading. All students receive scaffolded reading support for independent reading from a teacher who documents their reading growth. Furthermore, our school requires struggling students to attend Extended Day on Tuesday and Thursdays afternoons during 9th period for small group academic support. During school vacations, we run academic programs, for example focusing on writing a research position paper for the social studies performance-based assessment (PBAT). Additionally, teachers offer academic support during the school day and after school. In the area of mathematics, BCS offers Extended Day Math and Math Peer Tutoring to small groups of students, including ELLs and transitional ELLs. Moreover, we have a program of selectives, in which all students, including ELLs, choose from a variety of classes that provide enrichment and acceleration, particularly in the areas of technology, math, science and the arts. Credit recover classes are also offered in lowered class size during the school day.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is very effective. According to our ongoing informal assessments, ELLs at BCS are making gains in literacy and math. Furthermore, our ELLs continue to make substantial gains on the NYSESLAT, greatly exceeding New York State passing rates. In Spring, 2013, 25% of our ELLs achieved proficiency in speaking, listening, reading and writing. Clearly, our ELLs quickly transition out of our ESL program.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, conversational English classes for Newcomers and English Regents prep for ELLs will be considered. We are also considering beginning a dual language program at our school in the near future.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are afforded equal access to all school programs, both curricular and extracurricular. Our extensive after school academic support and peer tutoring program is open to all students, including ELLs, and offers small group tutorials in math, science, English language arts and social studies. Furthermore, targeted instruction in English Regents prep, PBAT support as well as ELA and Math test prep are offered to all students, including ELLs. Additionally, ELLs can participate in academic support during lunch and during school vacations. Our enrichment classes and our recovery credit programs are also open to all ELLs. Moreover, ELLs comprise a large percentage of our extracurricular Robotics Club as well as our popular after school hip hop classes. Our ELLs also participate in our vigorous Vocational Internship Program which links them to opportunities in their fields of interest.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The materials used in our Freestanding ESL program are aligned to the Common Core Learning Standards. This includes the use of high interest non-fiction texts and primary sources. Materials include native language sources and instructional technology to support both English and the mother tongue of our English language learners. As part of our Extended Day, newly enrolled LEP students receive native language support and instruction from our large bilingual staff. Recognizing that reading and writing in the native language supports the acquisition of English and that concepts learned in the native language strengthen language acquisition in English, BCS has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. In addition, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, concept maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, rubrics, student work and charts modeling correct language usage. Moreover, BCS maintains a state of the art computer lab with a smart board, and computers and smart boards are distributed in most classrooms throughout the school.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: BCS

School DBN: 15K448

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K448 School Name: BCS

Cluster: CFN-102 Network: 102

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: BCS	DBN: 15K448
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our School Leadership Team has used the Data Analyses and Title III AMAO Estimator Tools to identify areas of need among our ELL students. Having instant access to this data and analysis has allowed us to make more informed decisions to accelerate academic achievement of our ELLs. We have gleaned that our ELLs need to improve in the area of writing. In addition, our beginning ELLs need practice in listening and speaking as well. Furthermore, reading comprehension could be improved across the board. To those ends, we have structured our Saturday ESL Program to meet the demands of our diverse group of learners. Our goal is to increase the academic language of our ELLs as well as their academic achievement in the core areas by offering our ELLs extended time for speaking and listening activities as well as project-based hands-on activities that will increase language development and academic achievement.

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

Our Saturday class will support a total of 25 targeted ELLs. Twenty of these students are in grades 6-8 and the remainder are in grades 9-12. Furthermore, 9 of these ELLs are Newcomers, 3 are at the intermediate level, and 13 are advanced ELLs. Additionally, 9 of the 13 advanced ELLs are Long Term ELLs. Also included are 7 ELL-SWD students. Instruction will be provided by Michele Rayvid, a New York State permanently licensed ESL teacher. Our Saturday classes will meet for 15 consecutive weeks, excluding school holidays, from 11/15/14 to 3/28/15 for 4 hours per week. Instruction will be delivered in English. Since this is the only program in our school on Saturdays from November 2014 through April 2015, a licensed supervisor will oversee our program on Saturdays for 4 hours per week, as well.

Students in our Saturday class will be engaged in a variety of literature-based writing activities and interactive learning tasks to help them interact with a variety of texts. ELLs will also be given explicit instruction in English grammar with ample opportunities to engage in both narrative and expository writing. All instruction will support and correspond to ELLs' ages and grade levels. Our 6th graders, for example, will receive support in writing narrative and literary essays aligned with CCSS RL6.1, RL6.2, RL6.6 and W6.1. Our five high school ELLs will receive support deepening the level of their writing in

Part B: Direct Instruction Supplemental Program Information

preparation for the PBATs in English, Math, History and Science, as well as the English Regents. Our Saturday program will also meet the needs of our ELL-SWD students through inquiry-based curriculum using hands-on materials. Because our Saturday class consists of a diverse learning community, our instruction needs to be differentiated. Our ELL students speak different language and have different interests, cultural backgrounds, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process and products. By making individual student needs assessments, creating plans that focus on literacy and math and providing differentiation of instruction using grade appropriate instructional support and access to native language materials, our Saturday program will be successful in meeting its goal.

Fiction and non-fiction trade books will be purchased for the Saturday Program, including Benchmark Prime Science and Social Studies materials and Benchmark Reader's Theatre folktales, myths, legends and classics. Bilingual trade books in Spanish, French, Chinese, Bengali and Arabic will also be purchased, as well as writing and art supplies. Teacher made materials will be utilized at no cost to the program. Furthermore, the bilingual materials, used as additional support to ELLs in our Saturday ESL Program, will supplement many of the English materials that are already available to our ELLs.

Part C: Professional Development

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

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

Begin description here:

Professional Development is an essential component of our academic success at BCS. Our ESL teacher, Michele Rayvid, an experienced QTEL participant, attends the Bank Street Annual Language Series, citywide conferences on ELL instruction and strategies and other appropriate professional development opportunities as they are offered throughout the school year. Our Principal, Priscilla Chan, also a QTEL participant and our Assistant Principal, Amanda Boege, a licensed ESL teacher, conduct ongoing professional development workshops for all BCS teachers throughout the year during professional development days and weekly staff meetings to share best practices and instructional strategies to meet the needs of our ELLs. These workshops takes place on Mondays from 3:10 pm to 4:45 pm from September to April for our entire staff and are at no cost to Title III. Among the topics addressed are:

Second Language Acquisition 9/22/14

Language and Content Objectives for ELLs 9/29/14

Scaffolding for ELLs 10/20/14

Academic Vocabulary Development for ELLs 11/3/14

Differentiating Instruction for ELLs 12/8/14

Looking at the Writing of ELLs 1/12/15

Understanding the NYSESLAT 2/9/15

Assessment Regulations for ELLs 3/16/15

Part D: Parental Engagement Activities

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

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

Begin description here:

To further extend good learning practices at home for our ELLs, we will offer four 2 hour classes to parents of ELLs during the spring. These classes will take place on Wednesday evenings from 6-8 pm on 3/25/14, 4/1/15, 4/22/15 and 5/6/15. In these workshops, provided by our New York State licensed ESL teacher, Michele Rayvid, parents will receive Rosetta Stone access and training to augment their acquisition of English. In addition, parents will obtain information on topics of interest regarding the education of their ELL children, including the following: Accessing Resources for ELL Families in the Community, Standards and Assessment, Homework Help and Supporting Your Child's Learning. We anticipate that 20 parents will attend these evening events. Furthermore, our ESL teacher will provide translated information to parents. Families will be notified of all these activities through translated flyers that will be sent home with students.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____