



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

13K412

School Name:

**BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATION, ARTS AND
MEDIA**

Principal:

JAMES O'BRIEN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Community Arts & Media HS School Number (DBN): 13K412
Grades Served: 9-12
School Address: 300 Willoughby Avenue, Brooklyn, NY 11205
Phone Number: (718)230-5748 Fax: (718)230-3050
School Contact Person: James O'Brien Email Address: Jobrien16@schools.nyc.gov
Principal: James O'Brien
UFT Chapter Leader: Janna Bello
Parents' Association President: Deborah Tucker
SLT Chairperson: Cye Washington
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Deborah Tucker
Student Representative(s): Vakia Thomas
Listardt Francis

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110; Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: (718)455-4635 Fax: (718)455-4684

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston; Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: (718)935-3954 Fax: ???

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James O’Brien	*Principal or Designee	
Janna Bello	*UFT Chapter Leader or Designee	
Deborah Tucker	*PA/PTA President or Designated Co-President	
Joe Cooper	DC 37 Representative (staff), if applicable	
Cye Washington	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Vakia Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Listardt Francis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brian Satz	CBO Representative, if applicable	
Pat Howell	Teacher	
Safiya Francis	Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Contextual Information

School Community

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

Mission Statement

At Brooklyn Community Arts & Media High School (BCAM), we prepare our students for 21st century academic, creative, and professional success. Through an art, media and technology-enriched academic curriculum, emphasizing community collaboration, we challenge ourselves to think critically and seek knowledge in pursuit of personal excellence and meaningful social change. We are the proud BCAM Family!

2015-16 Professional Development Emphases

- Using effective questioning/discussion techniques (3B)
- Using effective assessment in instruction (3D)

2015-16 Motivating Influences

- BCAM Mission Statement
- Habits of Work: FORCE; Habits of Mind: PEACE
- State/City QR Rubrics, 2014-15 City Report Card, 2014-15 City QR Report, 2014-15 State QR Report, 2014-15 City Survey
- Strong, positive, consistent staff morale; staff collaboration; staff commitment

2015-16 Key Structures/Initiatives

- Grade Teams: meet twice monthly on Mondays. Focus on students, instruction and assessment. Utilize student/classroom data and protocols (data analysis, kid-talk, consultancy).
- Departments: meet twice monthly on Mondays. Focus on curriculum, instruction, assessment. Utilize classroom data, curriculum, protocols (consultancy, curriculum feedback).

- Interim Assessment Structure: Common Core/Regent-based internal assessments will be completed quarterly to track student progress and inform teacher practice.
- Small Group PD Pods: meet twice monthly on Mondays. 4 sessions per quarter. Focus our PD emphases, Core Standards, literacy, and student support, special topics.
- Staff has in-building planning/independent work time monthly on Mondays for 80 minutes.
- Academic Centers: Tuesdays 3:30pm-4:30pm for all staff. Grade students at risk of failing and/or in need of added attention. Advisees with advisors but able to go see teachers.
- Saturday Paid Art Integration PD: Sept/November for past participants; January/April for new participants. Focus on class/use of photography. 4 hours 2X/Saturday); \$540 stipend.
- Planning/Visiting Days: Every BCAM pedagogue completes 1 planning and 1 classroom visiting day per semester, for total of 2 planning and 2 visiting days for year. Classes covered those days.
- Continued strong push and support for staff to attend external PD sessions via Network, DOE.
- 2 AP's and Principal to observe and complete observation rating report on all teachers at least once, but will have teachers as their primary evaluator responsibility
- Semester cabinet retreats to review data, reflect, renew, plan. November, March.
- Continued prioritizing CTT/student support goals and CTT collaboration in classroom.
- Cabinet: Meet Wednesdays 2x/monthly 7:15-8:15am. Grade/Department chairs, admin.

2014-15 Key Partnerships

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

School Strengths, Accomplishments and Challenges

Strengths

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

Challenges

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

Accomplishments

- 80% graduation rate in 2014-15
- Strong B's on Progress Reports for last 4 years
- Highly Effective/Effective ratings on 2014-15 City Quality Review
- Have acquired \$6 million in building upgrades and resources for our Campus and school since 2008
- Diverse college and scholarship acceptance for strong group of graduates each year

DTSDE Tenets: Growth and Areas of Focus

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

3.2The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards that is monitored and adapted to meet the needs of students.

4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit and daily lesson plans that address all student goals and needs.

4.3 Teachers provide coherent, appropriately aligned Common Core Learning Standards-based instruction that leads to multiple points of access for all students.

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

2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP.

3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers and students.

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used augment learning.

13K412 School Information Sheet

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

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><i>Strengths</i></p> <ul style="list-style-type: none"> Teacher collaboration across grades and subjects Robust standards-based curriculum that balances regent competencies with performance tasks Standards-based curriculum that incorporates arts, technology and inquiry regularly Unit and lesson plans aligned to CCLS Standards Professional development (PD) to support teachers in implementing CCLS and provided opportunities for teachers to plan together a curriculum that will prepare students for college and careers. Arts integrated across the curriculum and students have good arts learning experiences. School leaders and staff ensure that the curricula are aligned to the Common Core Learning Standards, content standards, and the instructional shifts across grades and subject areas. 		

- Rigorous habits and higher order tasks are emphasized in the curricula and embedded throughout the contents and grades and curricula and academic tasks are planned and refined using student work and data.
- The school’s coherent decisions on refining curricula ensure that all students, across all grades and subject areas, have opportunities to engage in rigorous tasks that promote college and career readiness.

Priority Needs

- Curricular rigor that is complex with higher-order thinking
- Data-driven assessment based on student assessments which translates to effective curriculum and instruction
- Arts and technology in curriculum across all disciplines
- Uniform implementation of best practices in curriculum and instruction across all grades and content areas.
- Stronger connection between the written curriculum and its implementation in classrooms.
- Supports for students with disabilities and curriculum and instructional adjustments to guarantee that learning tasks matched the differing needs and abilities of students.
- Common planning time to develop interdisciplinary units and lessons, outside of the arts.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, we will achieve a 70% overall passing rate, and a 5% rate at or above 80%, on all completed Regent and Common Core exams, except Chemistry and Algebra 2/Trig, as reflected in our 2015-16 New York Department of Education School Quality Guide Report. This goal will be significantly supported through the implementation of a quarterly Regent/Common Core Exam-informed interim assessment process, including creating, administering, scoring, reviewing data, and re-teaching areas of low performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers attend internal staff created and PD consultant contracted PD pods focused on Advance Components 3D Using Assessment in Instruction and 1E Designing Coherent Instruction. Staff creates a toolkit of best instructional/curricular practice per component .</p>	<p>Teachers</p>	<p>September, 2015-June, 2016; meeting on a 2 X monthly basis.</p>	<p>PD committee, instructional cabinet, PD consultant.</p>
<p>Teachers and administration attend external PD workshops on CCLS and city-wide expectations around</p>	<p>Teachers, administration</p>	<p>September 2015-June 2016</p>	<p>Teachers, instructional leaders, administration, district/region</p>

rigorous and supportive curriculum/instruction			
A) Teachers develop and revise curriculum to align to CCLS based on regular collaborative analysis of curriculum, student work and interim assessments in departments and grade teams as well as during curriculum planning days. B) Teachers revise curriculum based on administrative feedback.	Teachers, Administration	August, 2015-May, 2016; with curriculum submittal/review/revision cycles taking place at beginning of each academic quarter. By June 2015, all teachers will have participated in at least 4 “planning/revising/implementing” curriculum cycles with grade/department teams.	Teachers, Instructional leaders, administration, pd consultant.
Teachers implement quarterly interim assessments and revise curriculum based on data and patterns found from assessments	Teachers, Administration	September, 2015- May, 2016; with assessments administered at end of each academic quarter. By June 2015, all teachers will have participated in 4 assessment assessment/data/revising/implementing cycles connected to cycles described above	Teachers, Instructional leaders, administration, pd consultant

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers/instructional leaders attending and hosting internal/external workshops (85 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitutes, coverages for teachers attending external PD workshops; contract for PD consultant (\$10K: 32 total hours, 4 hours/monthly for 8 months.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all teachers will have participated in at least 2 interim assessment administration and curriculum revision cycles of with grade/department teams.
By January 2016, all teachers will have participated in at least 8 PD pod sessions around effective assessment with both colleagues and PD consultant.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><i>Strengths</i></p> <ul style="list-style-type: none"> Cultivation of systems and partnerships that support social/emotional developmental health: advisory, distributive counseling, social work/counselor office and groups, academies, extra-currics, dean’s office A clearly articulated vision for social/emotional health that connects to learning experiences and extra-curricular systems A safe community that possesses clear student and parent voice and shared leadership for staff Students also expressed appreciation for the opportunities to express themselves in the student government and senior committee where they play a pivotal role in student affairs. <p><i>Priority Needs</i></p> <ul style="list-style-type: none"> Socio/emotional experiences that explicitly lead to greater student outcomes (college/career preparation) 		

- Using data to respond to student social/emotional needs towards academic and social success
- Organized system of extra-curricular opportunities that are aligned with school vision/mission
- Advisory to reinvest in focus on students' social and emotional needs .
- formal system to track and monitor services for students with social and emotional needs
- program of PD to build the capacity of staff to identify and meet the diverse needs of students
- Redevelop overall vision for student social and emotional development, including clear program addressing these needs, and a clear plan to increase staff capacity in this area
- strategic plan to address the needs of long-term absentees and students whose attendance falls below 80 percent

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 95% of our staff will have completed at least 4 PD workshops provided by internal staff, district staff and/or external PD consultants around building our capacity to better support our students' social/emotional development, and improved our systems for tracking and monitoring our services for students' social/emotional needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Advisory committee retools our advisory curriculum and portfolio process to more explicitly include student social and emotional content and experiences, and hosts 2 PD workshops on its implementation.</p>	<p>Staff, students</p>	<p>September, 2015-May, 2016</p>	<p>Advisory Committee, Administration, Grade Teams</p>
<p>Our new partner the Future Project (student empowerment/leadership development org) implements their work with our students and hosts 2 PD workshops on supporting</p>	<p>Students, staff</p>	<p>September, 2015-May, 2016</p>	<p>Administration, Staff Partner Coordinator, Counseling Department, The Future Project</p>

student social/emotional development			
A team of teacher-leaders complete PD day with our data system DataCation with express goal of better developing documenting/tracking system around student social-emotional development and our services towards. They turnkey this information to staff.	Teacher-leaders, Staff	September, 2015- January, 2016	Administration, Teacher-Leader Team
Our Grade Teams regularly incorporate Kid Talk Protocol into their twice monthly meetings to focus directly on student social-emotional development and support	Staff, students	September, 2015 – May, 2016	Administration, Instructional Cabinet, Counseling Department

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers participating in the Advisory Committee; per session for participation in listed PD workshops; cost of materials for the revision of the Advisory curriculum; cost of upgrade to our DataCation system to include new components.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016, 95% of our staff will have completed at least 2 workshops around student social-emotional development
By January, 2016, all 4 grades teams will have engaged in at least 4 sustained Kid-Talk protocols in their grade team meetings
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><i>Strengths</i></p> <ul style="list-style-type: none"> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students A review of PD documents and discussions with the school leader and teachers demonstrate that school leaders are supporting teachers to develop data-driven instructional plans and practices . School leaders and teachers reported that differentiated instruction is high on the staff’s agenda. The school leaders and teachers have created a professional learning community based on their positive relationships in which teachers are attempting to integrate the CCLS and best practices in classroom instruction. Parents and students credited the school leader with creating an academically and emotionally safe environment 		

- students and teachers stated that they treat each other with respect and the IIT confirmed a respectful climate in classrooms and hallways
- Staff establishes student academic goals during advisory period and progress toward meeting those goals is displayed on classroom charts.
- Across classrooms, teaching practices are aligned to the curricula and reflect an articulated belief about how students learn best. Teachers consistently provide multiple entry points into the curricula,
- Students are appropriately challenged and have opportunities to demonstrate higher order thinking and work that reflect high levels participation
- Across classrooms, teachers' assessment practices consistently reflect the use of on-going checks for understanding as well as student self- and peer assessments that provide teachers and students with actionable feedback and next steps.
- The results of students' self- and peer assessments as well as other assessment practices allow teachers to adjust instruction and curricula to meet the needs of all learners.

Priority Needs

- Promoting high levels of student engagement and inquiry
- Instruction that leads to multiple points of access for all students to achieve targeted goals
- Teachers using a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning
- PD on students' diverse needs and learning styles.
- supports for ELLs in their regular subject classrooms.
- Across the school, teachers to uniformly employ best practices and Instructional shifts.
- teachers to regularly engage students in self-evaluation through feedback and individual conferences outside of the advisory period.
- lesson and unit plans to incorporate checks for understanding.
- Every lesson to include: high-level questions that require critical thinking using a model such as Webb's Depth of Knowledge or Bloom's Taxonomy; and opportunities for students to build on other students' responses through accountable talk stems (that is, the Institute for Learning model).
- During their common planning time, teachers to practice these questioning and discussion techniques.
- During weekly walk-throughs, school leaders should monitor, provide immediate feedback and support, and hold teachers responsible for implementing these instructional practices.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 50% increase in teachers improving one performance level in Component 3B Using Question and Discussion Techniques from initial observations during 1st & 2nd academic quarters to concluding observations during 3rd & 4th academic quarters as reflected in the DOE Advance System Measure of Teacher Practice (MOTP) component.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School leaders and teacher leaders will create and implement a professional development plan that builds teacher capacity to use differentiated questioning and discussion techniques</p>	<p>Teachers</p>	<p>September, 2015-June, 2016</p>	<p>Administration, teacher leaders</p>
<p>Teachers will engage in internal and external classroom inter-visitations</p>	<p>Teachers</p>	<p>September, 2015-May, 2016. By May, 2016, all teachers will have participated in at</p>	<p>Teachers, instructional leaders, Administrations</p>

to engage in collaborative feedback and sharing of best practices around differentiated questioning/discussion techniques.		least 2 internal/external classroom inter-visitation days and sharings of collegial feedback.	
Ongoing instructional support will be provided through formal/informal observations and feedback of classroom teaching sessions, provided by administration and Lead/Highly Effective teachers. Special attention will be provide to new/untentured teachers, teachers new to BCAM, and teachers identified as in-need-of-additional support per their Advance ratings.	Administration, teachers	September 2015-June 2016; ongoing.	Administration, teacher leaders.
Administration and teachers will both utilize the DOE Advance Data Tracking System to monitor MOTP data, including mid-year January analyses and goal setting.	Administration, teachers	September 2015-June 2016; ongoing.	Administration, instructional lead teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers/instructional leaders attending and hosting internal PD workshops (75 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops. Per diem for substitutes for each teacher to complete 2 x yearly intervisitation days)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016 all teachers will have engaged in at least 2 PD workshops around Questioning/Discussion
By January, 2016 all teachers will have completed at least 1 intervisitation day of visits to colleague classrooms

By January, 2016 all teachers will have had at least 2 informal observations/feedback sessions completed by Administration

By January, 2016 all teachers will have in partnership with Administration analyzed their MOTP data to the midyear point and set 2nd half of year goals for Discussion/Question component

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><i>Strengths</i></p> <ul style="list-style-type: none"> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities The vast majority of teachers are engaged in inquiry-based professional collaborations during which they analyze student work and teacher data and play an integral role in key decisions. This practice of collaboration has resulted in school-wide instructional coherence and increased student achievement and teacher effectiveness, as well as teachers participating in distributive leadership structures that allow them to affect student learning across the school. 		

Priority Needs

- Sharing goals with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).
- Effectively translate systems of observation, feedback and PD to holding administrators and staff accountable for continuous improvement.
- Staff and students and families must collaboratively establish the school's Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, which link to the school's long-term vision for academic success.
- Develop robust systems for monitoring progress towards these goals to bring sustained, significant improvements to student achievement.
- Continue to provide teachers with targeted feedback based on classroom observations, with actionable feedback with next steps.
- Facilitated peer inter-visitation as a means to improve instruction and hold teachers accountable for the implementation of observed best practices in their own classroom.
- Develop clear interaction between structures and systems for guiding school improvement exist, such as an attendance team, the Advance teacher observation and evaluation system, and analyses of credit accumulation and Regents examination data.
- Select a monthly focus in which all professional support and feedback to teachers should be devoted to one priority, beginning with: checking for understanding; and providing supports for students with disabilities.
- The school leader should monitor and evaluate weekly the implementation of the monthly focus and its impact on improving student achievement and the quality of instruction.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will receive a minimum of 4 observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching, and with specific feedback given to Components 3B Discussion/Questioning and 3D Using Assessment. These component areas will also be addressed through regular professional learning pods, various internal/external professional learning opportunities and individualized administrative and teacher leader support.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>All teachers will receive a minimum of 4 observations from Administration, accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching with emphasis on Discussion/Questioning and Assessment.</p>	<p>Teachers</p>	<p>September, 2015-June, 2016</p>	<p>Administration</p>
<p>Additional instructional and curricular planning support will provided to new/untenured teachers through the new teacher mentor program and targeted Administration attention.</p>	<p>New/untenured teachers</p>	<p>September, 2015-June, 2016</p>	<p>Administration, teacher leaders</p>

School leaders and teacher leaders will create and implement a professional development plan that builds teacher capacity to use differentiated questioning/discussion techniques	Teachers	September, 2015-June, 2016	Administration, teacher leaders
Administration and teachers will both utilize the DOE Advance Data Tracking System to monitor MOTP data, including mid-year January analyses and goal setting.	Administration, teachers	Administration, teacher leaders	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers/instructional leaders attending and hosting internal PD workshops (75 hours); per diem for external workshops; cost of external workshops (\$500); cost of internal PD materials; per diem for substitute coverages for teachers attending external PD workshops.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016 all teachers will have engaged in at least 2 PD workshops around Questioning/Discussion
By January, 2016 all teachers will have completed at least 1 intervisitation day of visits to colleague classrooms
By January, 2016 all teachers will have had at least 2 informal observations/feedback sessions completed by Administration
By January, 2016 all teachers will have in partnership with Administration analyzed their MOTP data to the midyear point and set 2 nd half of year goals for Discussion/Question component
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <ul style="list-style-type: none"> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. school leader communicates high expectations for students at well-attended parent events, such as the grade nine orientation, back to school night, the three parent-teacher conference nights, and the spring gala School leaders consistently communicate high expectations to staff members and provide differentiated support to staff so that they meet those expectations. In turn, the staff effectively communicates high expectations to students and families and provides students with focused support and guidance. The communication of high expectations for all and the high level of support given to meet those expectations lead to a culture for learning and of mutual accountability and communication with families that enable student progress and preparation for the next level. <p><i>Priority Needs</i></p> <ul style="list-style-type: none"> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. 		

- The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.
- improving communications with families to strengthen the home-school partnership
- Develop and implement sufficient training to encourage parent engagement and allow parents to advocate for appropriate services for their children, including: guidance in the CCLS, student coursework, and tips and strategies for helping their children reach higher levels of achievement.
- Although families/students receive many grade reports and attend quarterly parent-teacher conferences, school must consistently clarify the data's meaning or implications.
- Use important parent events, such as the quarterly parent-teacher conferences, year-end portfolio presentation, and Parent Association meetings, to showcase student work, to have students and parents access Pupil Path together, and to share learning experiences such as solving mathematics problems and conducting science experiments.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 we will achieve an 85% positive responses rating for the area Strong Family-Community Ties, as reflected in the 2015-16 New York City Department of Education School Survey. Our rating for 2014-15 was 80% positive responses in this area.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>We will host 2-day incoming 9th grade summer bridge orientation for both students and parents, and we will host back-to-school orientation/curriculum evening for all 9th -12th students and parents .</p>	<p>Parents, students</p>	<p>September, 2015</p>	<p>Administration, Grade Team leaders, PTA officers, Parent coordinator</p>
<p>We will disseminate 4 end-of-quarter academic report cards and 4 mid-quarter progress reports to all families, and all will be accompanied by BCAM newsletter created by our Parent Coordinator .</p>	<p>Parents, students</p>	<p>October, 2015-June, 2016</p>	<p>Administration, office team, Parent Coordinator</p>

We will use important parent events such as the quarterly parent-teacher conferences and PTA meetings to have students and parents access Skedula Pupil Path together.	Parents	September, 2015-June, 2016	Administration, teachers, PTA, parent coordinator
For our year-ending portfolio presentations, we will include parents as audience and panel participants.	Parents	May, 2016	Administration, grade team leaders, PTA, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for 9 th grade summer bridge; materials for 4 report cards and 4 progress reports; purchase of Skedula-Datacation-Pupil Path system; materials for portfolio presentations											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January, 2016 we will have completed the 9 th grade bridge program and curriculum orientation											
By January, 2016 we will disseminated 2 report cards and 2 progress reports and 4 newsletters											
By January 2016 we will have hosted 2 parent conferences											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	IEP, data assessments, staff anecdotal observations	<p>Our 9th -12th IEP students receive CTT English instruction.</p> <p>9th graders and 10th graders identified as multiple grades below grade level in English, as well as our ELL students, utilize Reading Horizons Reading Program to improve literacy and skills.</p> <p>In 9th -12th grades, our students with special needs receive ICT instruction in their English classes</p> <p>Our seminar courses target below level students to gain additional intervention literacy 3 times/week.</p> <p>In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the English Regent exam.</p> <p>Tuesdays after-school are targeted credit recovery and tutoring days whereby failing</p>	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school

		students and students with skill issues gain extra attention		
Mathematics	IEP, data assessments, staff anecdotal observations	<p>Our 9th -11th grade students with special needs receive CTT Math instruction.</p> <p>Two 9th grade groups of students far below grade level receive small group instruction as their primary math instruction</p> <p>A mixed group of 10th /11th grades receive remedial small group instruction as their primary math instruction</p> <p>A small group of 12th grade receive remedial small group instruction as their math instruction</p> <p>In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Mathematics Regent exams.</p> <p>Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention.</p>	Small group, tutoring, ICT (pull-out, modified curric/assessment	During the school day, after-school
Science	IEP, data assessments, staff anecdotal observations	Our students with special needs receive ICT instruction in 9 th -11 th grades in their Science classes	Small group, tutoring, ICT (pull-out, modified curric/assessment	During the school day, after-school

		<p>In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Science Regent exams.</p> <p>Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention</p>		
Social Studies	IEP, data assessments, staff anecdotal observations	<p>Our 9th-12th grade students with special needs receive instruction with an assigned ICT teacher in History classes</p> <p>In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the History Regent exams.</p> <p>Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention.</p>	Small group, tutoring, ICT (pull-out, modified curric/assessment)	During the school day, after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, data assessments, staff anecdotal observations	<p>For all four grades Guidance Counselors enter grade data directly into High School Scheduling and Transcripts (HSST) database on a 4 cycle system to generate student transcripts.</p> <p>Guidance Counselors provide the</p>	Small group, one-to-one	During the school day, after-school

		<p>opportunity through Advisory groups for students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR).</p> <p>Further 1:1 conferences are offered for students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. G</p> <p>Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school.</p> <p>Guidance Counselors and Administration meet with families of students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention.</p> <p>Our School Psychologist is part of the Campus 117 School-Based Support Team (SBST) and supports the four schools with students</p>		
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		<p>with special needs through Individualized Education Program (IEP) triennial meetings where the student, family, and school personnel provide written feedback on the student's progress toward academic goals.</p> <p>BCAM Social Worker maintains a regular caseload of both mandated students and referrals for students who are in crisis or are at-risk, and convene individual and/or group counseling sessions.</p> <p>BCAM Social Workers take part in family and/or social service agency meetings to address the needs of students and families who are at-risk and provide referrals/follow through when necessary.</p> <p>BCAM Social Workers take part in grade team, interdisciplinary Kid Talk and IEP meetings case conferencing regarding students who are at-risk behaviorally and/or academically and follow through with planning student interventions.</p>		
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		<p>BCAM Social Workers also convene mediations for students who are involved in conflict either in school or at home.</p> <p>BCAM Social Workers are also advisors to groups of 10-15 students similar to our teachers and administrative staff.</p> <p>Our building has a full service medical facility that provides services, counseling and referrals for a variety of at-risk health related issues, including teen sexual activity, pregnancy, disease, abuse, and neglect. We work directly with the office via referrals and collaboration.</p> <p>BCAM also implements a comprehensive Health curriculum in 9th grade via its partnership with The Peer Health Exchange, and then in grades 10th -12th grade via the DOE Health Core Curriculum</p>		
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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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- We expose our staff to the Danielson Framework enough that they understand it and support us adapting it to our use.
- We provide staff the agency to personally select components from the framework around which they wish to focus and receive feedback; create mechanisms that re consistent and organized that allow staff to utilize their components and gain valuable feedback around them.

2b. High Quality and Ongoing Professional Development

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

School Community

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

Mission Statement

At Brooklyn Community Arts & Media High School (BCAM), we prepare our students for 21st century academic, creative, and professional success. Through an art, media and technology-enriched academic curriculum, emphasizing community collaboration, we challenge ourselves to think critically and seek knowledge in pursuit of personal excellence and meaningful social change. We are the proud BCAM Family!

2015-16 Professional Development Emphases

- Using effective questioning/discussion techniques (3B)
- Using effective assessment in instruction (3D)

2015-16 Motivating Influences

- BCAM Mission Statement
- Habits of Work: FORCE; Habits of Mind: PEACE
- State/City QR Rubrics, 2014-15 City Report Card, 2014-15 City QR Report, 2014-15 State QR Report, 2014-15 City Survey
- Strong, positive, consistent staff morale; staff collaboration; staff commitment

2015-16 Key Structures/Initiatives

- Grade Teams: meet twice monthly on Mondays. Focus on students, instruction and assessment. Utilize student/classroom data and protocols (data analysis, kid-talk, consultancy).
- Departments: meet twice monthly on Mondays. Focus on curriculum, instruction, assessment. Utilize classroom data, curriculum, protocols (consultancy, curriculum feedback).

- Interim Assessment Structure: Common Core/Regent-based internal assessments will be completed quarterly to track student progress and inform teacher practice.
- Small Group PD Pods: meet twice monthly on Mondays. 4 sessions per quarter. Focus our PD emphases, Core Standards, literacy, and student support, special topics.
- Staff has in-building planning/independent work time monthly on Mondays for 80 minutes.
- Academic Centers: Tuesdays 3:30pm-4:30pm for all staff. Grade students at risk of failing and/or in need of added attention. Advisees with advisors but able to go see teachers.
- Saturday Paid Art Integration PD: Sept/November for past participants; January/April for new participants. Focus on class/use of photography. 4 hours 2X/Saturday); \$540 stipend.
- Planning/Visiting Days: Every BCAM pedagogue completes 1 planning and 1 classroom visiting day per semester, for total of 2 planning and 2 visiting days for year. Classes covered those days.
- Continued strong push and support for staff to attend external PD sessions via Network, DOE.
- 2 AP's and Principal to observe and complete observation rating report on all teachers at least once, but will have teachers as their primary evaluator responsibility
- Semester cabinet retreats to review data, reflect, renew, plan. November, March.
- Continued prioritizing CTT/student support goals and CTT collaboration in classroom.
- Cabinet: Meet Wednesdays 2x/monthly 7:15-8:15am. Grade/Department chairs, admin.

2014-15 Key Partnerships

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Shared leadership model:
<ul style="list-style-type: none"> • Grade Teams • Academic Department • Cabinet with heads of grade teams and departments
MOSL Committee made up of principal, AP and 6 teachers from various departments

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	388,250.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$65K	x	pp.12-26
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,216,293.00	x	pp.12-26

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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Advisory Council (PAC) 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. **BCAM HS**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **BCAM HS** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

BCAM HS , 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 on 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal James O'Brien	Assistant Principal Janna Bello
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Andreaa Calin	School Counselor Brenda Lyons
Teacher/Subject Area Jessica Vanscoy	Parent Denise Murray
Teacher/Subject Area type here	Parent Coordinator Joseph Cooper
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	416	Total number of ELLs	16	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	7	0	1	7	0	3	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): n/a	Number of students who speak three or more languages: 0
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	1	3	1	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	1	2	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	2	3	0	1	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	1	2	2	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	1	2	2	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5	0	3	0
Integrated Algebra/CC Algebra	11	4	4	0
Geometry/CC Algebra	2	2	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	2	0	0
Living Environment	7	4	0	1
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	2	1	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	1	0	1	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our ELLs are assessed on an ongoing basis with the help of teacher's assessment and observation data to drive teaching goals and instruction. Additionally, provides us with a great amount of information about our ELLs who are making incremental gain by moving to the next level of proficiency or test out. Based on the 2015 NYSESLAT scores 5 of our ELLs tested out, 12 improved their proficiency level. Also, 4 out of 5 seniors tested out based on the new exit criteria i.e passing the ELA regents with a score higher than 65.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Ever since we have started to use NYSITELL as measurement for a assessing new entrant's English language skills, we have noticed that the proficiency level given by this state exam is more accurate than the LAB-r and is closer to the one given by the NYSESLAT. We have also noticed, that the speaking part is more challenging for students as in the past most of our students would obtain a high score or even the maximum. We inferred it has to do with the more prevalent use of academic vocabulary. Thus, this year all ELLs will take an Academic Vocabulary class as part of the program created by Dr. Kate Kinsela.
This year, we have had one student who took the NYSITELL and scored emerging.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
The students who took the regents exams (regardless of the content area) using a translated version or an interpreter did not necessarily obtain a passing score. The transitioning , expanding and commanding students scored better than their emerging and entering peers.

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

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

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

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

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

Additionally, our administration has taken some steps to better address the needs of our ELL population:

Agreed and supported our ENL teacher in acquiring and implementing the Academic Vocabulary program and the Collaborative Strategic Reading framework.

We administer the MOSL exams 5 times a year and we have learned that students need to improve their counterclaim paragraphs as well as using evidence to support claims.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

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

We make sure that a child's second language development is considered in instructional decisions by providing the students with dictionaries and glossaries, utilize a buddy system for our beginners, accept answers in their native language etc.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

The ENL program BCAM implements is successful because of the strong collaboration between content area teachers and the ENL teacher. This can be measured by our students' NYSESLAT results, their progress from one proficiency level to another and across language modalities. Also, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon enrollment, parents whose children are newly registered to the NYC school system as well as those who have not been in a NYS public school for 2 or more years are given a Home Language Identification Survey (HLIS), which includes an interview with both the student and parent in the language of preference to determine the former's home language. During the intake process, parents and students are offered materials in both English and their native language. Our staff that speak a second language help by translating any questions parents and students might have. For students whose home language is not English, our ENL Teacher will conduct a more in-depth interview with the students, review his/her school work (if available), and review the Individualized Educational Program (if applicable), in order to determine NYSITELL eligibility. Subsequently, Mrs. Andreea Calin initiates the administration of NYSITELL by printing NYSITELL answer documents using the RLBA functions in ATS. After the NYSITELL is administered, answer documents are scanned into ATS via the attendance scanner within 10 days of enrollment.

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. After its administration, Spanish LAB answer documents are scanned into ATS by our ENL Teacher, Andreea Calin via the attendance scanner within 10 school days of enrollment. NYSITELL is administered within 10 days from his/her enrollment to identify the child as an English Language Learner or English proficient. The students whose home language is other than English and are entitled based on the results of the NYSITELL exam, remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT. The languages spoken by the staff we utilize as translators when needs are: Romanian, Spanish, French, Haitian Creole.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Our ENL teacher, Andreea Calin, during the intake process begins determining the SIFE status at the time of the completions of the HLIS when she interviews the parents of newly registered students about their child's prior schooling by administering the oral interview questionnaire. This is followed by an analysis of student work. Subsequently, Mrs. Andreea Calin will indicate the initial SIFE status in ATS using the BNDC code no later than 30 days from initial enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).
Bcam has a Language Proficiency Team (LPT) whose members determine whether a student with IEP should take the NYSITELL. Its members are:
School Administrator: Janna Bello
ENL Teacher: Andreea Calin
Student Support Teacher: Safiya Francis
The student's parent or guardian
- During the intake process, the NYSITELL eligibility for a student entering school with an IEP is determined by our LPT. At each LPT meeting, beside its members there is also a translator/interpreter or a staff member will serve as one if they speak the parents' home language. The following steps are used for both newly admits into DOE schools or those students that reenter after 2 years:
Analysis of HLIS, student's history of language use in the school and home or community, student work, assessment administered in student's home language; the Committee on Special Education is asked to provide information as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Then, the LPT determines whether the students has to take the NYSITELL or not - in which case a recommendation is sent to the principal for review. Also, the LPT acceptance or recommendation has to be done within 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the NYSITELL is scanned and score is determined, Mrs. Calin will use the NYCDOE standard the entitlement or non-entitlement parent notification letters and given to the ELL to take home to his/her parents. If necessary, translated versions are made available.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).
During the Parent Orientation, parents are informed that they have the right to appeal ELL status within 45 days of enrollment. All letters are files in students' cumulative records.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
There is a strong collaboration between our articulation personnel and our certified ESL teacher Andreea Calin to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an entitlement letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their initial enrolment. Parents/ guardians are also notified over the phone in the appropriate language about the scheduled date of the ELL Parent Orientation session. At these sessions parents/ guardians are provided with information and explanation about the bilingual, ENL and Dual language programs existent in NYC. Additionally, parents/ guardians are shown the video from the OELL where program placement options are presented with clarity and objectivity in the appropriate language. Also, we provide parents with information on standards, curriculum, and assessments. The parents/guardians are then given the opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule as make-up sessions are offered within the mandated timeframe. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using translator services available through the office of translation service within the DOE and in-house translations conducted by our bilingual staff. The parents/ guardians are told to read the survey, make their selection and return signed documents within 5 school calendar days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
All parents of newcomers are given the Parent Survey and Program Selection form prior to the Parent Orientation session where they will take their time to fill it out after having been given all the necessary information to make an informed decision in selecting the program that will best suit their children's needs. We have always had a 100% return on all Program Selection forms. Copies of the above mentioned forms are stored by our ESL teacher, Andreea Calin in an ESL compliance binder and the original in the students' personal files. If there are parents/guardina who do not speak English, they are offered translated Program Selection forms if

available on www.schools.nyc.gov, if not available we hire a translator or use our bilingual staff to help them make an informed decision.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Mrs. Calin monitors the return of these form in a timely manner, and so far we have always had a 100% return on all Parent Survey and Program Selection Forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Mrs Calin will use the NYCDOE standard placement parent notification letters and mails them out within the mandate timeframe.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of the above mentioned forms are stored by our ESL teacher, Andreea Calin in an ESL compliance binder and the original in the students' personal files.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels. It is administered once a year in spring. It is the only approved test for measuring ELLs' level of English proficiency. It determined whether or not the students continues to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components of the above-mentioned test (speaking, listening, reading and writing) by administering them in the following sequence within the mandate timeframe: speaking, listening, reading and writing, and by keeping track of their attendance and offering make-up sessions. Before administering the NYSESLAT, our ESL teacher Andreea Calin, runs the RLAT and RLER codes in the ATS and carefully reviews them to make sure that all entitled ELLs will be administered the test. In addition, our ENL teacher uses the same codes to make sure that all ELLs receive their mandated hours of ESL services. Also, to make sure that all students have been administered all sections of the NYSESLAT, Mrs. Calin creates a template where she keeps track of each students' test by checking off the modality the student was administered as well as the date. At the beginning of the school year, the parents of students who achieve proficiency are informed by being sent the Non Entitlement/ Transition letter home by the ENL teacher. Those who have not tested out of the NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in an ESL compliance binder. Our ESOL certified teacher, Andreea Calin with the support of Mrs. Balbuena our paraprofessional, administers the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After analysing the NYSESLAT results, Mrs Calin drafts the continued entitlement and transitional support parent notification letters and mails them out at the beginning of each September.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection froms for the past few years, the trend is that all of our parents (2 in 2014, 2 in 2013) have requested their child to be placed in the English as a Second Language program offered by our school. Additionally, some parents seemed not to like the idea of having their children placed in a bilingual program. Thus, the program offered at our school is in perfect alignment with our parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

BCAM implements a Freestanding ENL program where ELLs are grouped homogeneously. Entering and Emerging 9th ;10th and 11th graders have 2 periods of standalone ENL (100min x 5 days/week = 500 min). The transitioning ELLs who last year were at the entering level of proficiency are going to be placed with the emerging 10th and 11th grade group, thus receiving 500 min./week. The expanding ELL are going to receive a language acquisition seminar class which meets 3 times a week = 150 min. Since we have been approved to implement the Academic Vocabulary Program by Dr. Kate Kinsela, we have decided that all ELLs (commanding included) will take this class twice a week, giving them 90 more minutes of ENL per week which satisfy and even exceed all the mandated minutes for all ELLs regardless of their proficiency level. Also, our entering and emerging together with 2 transitioning ELLs receive ESL within their ELA classes.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program as follows: entering will receive 540 minutes of ENL instruction per week; emerging will receive 360 minutes , transitioning and expanding will receive 180 minutes while commanding will receive their mandated 90 minutes per week. Since all ELLs are going to be take the Academic Vocabulary class, their mandated minutes are going to be exceeded.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Materials for Math: Delta Math,
Social Studies: Access series, translated version of textbooks
Science: Access Series, translated versions of textbooks.
ELA: Leveled reading - Penguin Series, Graphic novels
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

BCAM ELLs are informally evaluated in their home languages throughout the year as it is paramount to learn English. Also, during ENL classes, and not only, they utilize cognates, dictionaries and glossaries, a buddy system for our beginners, and answers in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The majority of content and ENL classes utilize station teaching where students are exposed to all four modalities: they have to rotate from a reading station, to a listening one, to writing one and then to group discussion one. Also, our school-wide instructional skills focus encompasses all four modalities as all unit plans regardelss of the content area has to include literacy common core standards from reading and writing as well as effective questioning/discussion techniques. In the ENL class we have utilized the Collaborative Strategic Reading strategy which incorporates all four modalities as well. Formative assessments are used for each modality cush as: Do nows, exit slips, 4 corner post-its, dyads, web concept maps etc.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term

- e. Former ELLs up to two years after exiting ELL status

Plan for SIFE:

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

Plan for newcomers:

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

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

Plan for Developing:

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

Plan for long-term ELLs:

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

Plan for former ELLs:

The progress of students making the transition out of ESL classes is closely monitored. Additionally, former ELLs continue to receive testing modifications on Regents exams for two years after they achieve the proficiency level on the NYSESLAT, plus 90 minutes of instruction utilizing the Academic Vocabulary Program by Dr. Kinsela.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In order to ensure that an ELL's academic progress has not been adversely affected by the re-identification, the principal will consult with the ENL teacher, the parent/guardian and the student. If an affirmative decision is made, the principal will provide additional support services and will reverse the determination within the same 6-12 months. When the principal needs to reverse the ELL status, he will consult with the superintendent or his/her designee. Next, the parents will be notified in writing in their preferred language within 10 school calendar days.

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

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

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

We review IEPs regularly to ensure that students are programmed appropriately, and receive mandated modifications and support services as well as their mandated ESL classes. When the goals stipulated in their IEPs are achieved, the ELL-SWDs are moved to a least restrictive environment. All BCAM students are placed in elective classes that they select for themselves.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

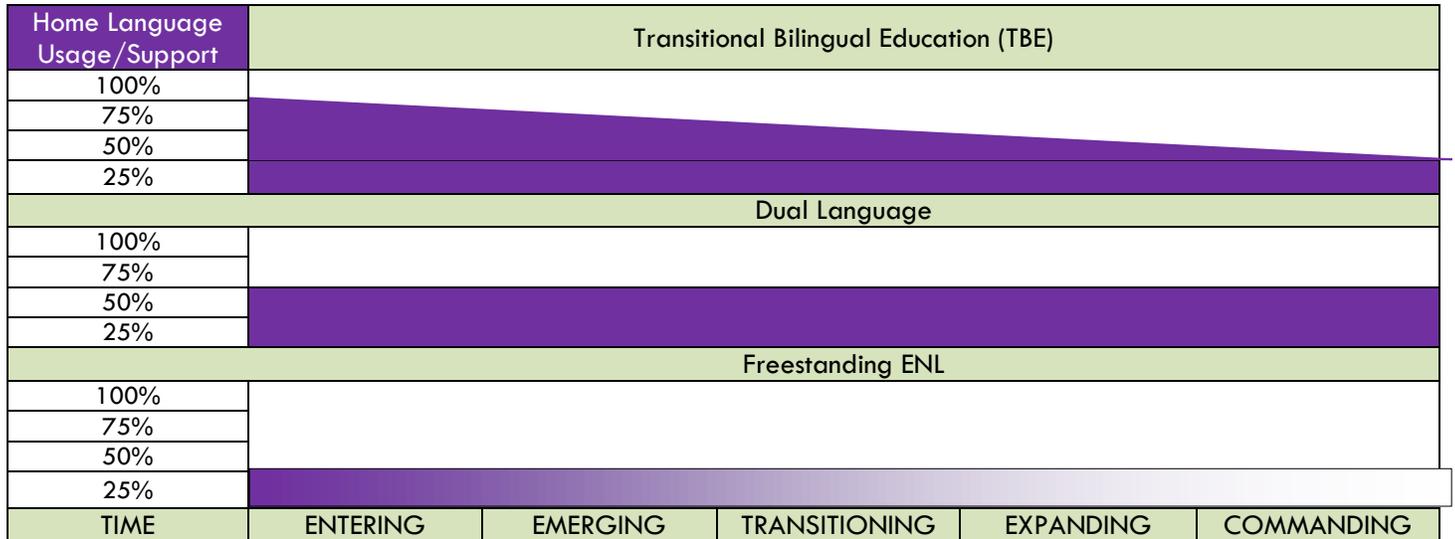


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

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

ELA:

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

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

Math:

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

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

Social Studies

-Monitor the understanding of linguistically challenging materials and use of variety of phrasing techniques and synonyms to clarify meaning

-Scaffold instruction with visual aids, maps, atlases, glossaries, and dictionaries to increase comprehension

-Provide our Spanish-speaking ELLs with a Spanish version of texts

Science

-Provide Spanish-speaking ELLs with a Spanish version of texts

-Ensure that teachers modify assignments, classwork, and assessments using online translation tools

-Ensure teachers are informed about videos available online to illustrate processes and concepts

Also, all ELLs have to attend academic centers which meet twice a week where they receive homework help and are given the opportunity to make up incomplete classwork.

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

The ENL program we implement in our school is very effective as students progress and some reach proficiency within 3 years. Last school year 4 seniors out of 5 tested out based on the new exit criteria. Also two of our ELLs were the valedictorian and salutatorian respectively. In spring 2015, we had 17 students who took the NYSESLAT and 4 of them tested out, while the rest have improved their language proficiency levels. Additionally, in order to meet the needs of our ELLs in both content and language development we make sure that our content area teachers know the students' language proficiency levels do that they can structure activities to reduce the language load required for participation, to use language in multiple contexts, exposing students wo vocabulary at the beginning of the lessons, engage the ELLs in whole-group, small group and individual content related readings. Further, we use a variety of language functions (describing, explaining, reporting, drawinf etc.) in the context of science, global history etc.

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

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

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

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

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our certified ENL teacher, Andreea Calin uses a variety of instructional materials in order to better support our ELLs' needs. Thus, Milestones Introductory is used to teach our entering and emerging students survival language as well as the beginning academic skills that they need to navigate through their school environment. All ENL units are infused with arts and technology, i.e. photoshop, imovie etc. Alongside this program, we also utilize the online Reading Horizons program which teaches phonics in an explicit, systematic and multi-sensory fashion. As students build these foundational skills, this program layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. We also use Azar grammar books to give extra support in grasping language. Our intermediate and advanced ELLs are exposed to teacher-made common core aligned unit plans which give ELL the extra support they need to obtain a passing grade on their ELA regents. Furthermore, this year we will start implementing the Academic Vocabulary Toolkit by Dr Kate Kinsela twice a week during ENL class.

Materials for Math: Delta Math,

Social Studies: Access series, translated version of textbooks

Science: Access Series, translated versions of textbooks.

ELA: Leveled reading - Penguin Series, Graphic novels

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

BCAM has made a conscious effort to use ELLs' home language to support delivery and acquisition of content and skills. Thus, students are given ample opportunities to utilize dictionaries and glossaries, written and oral response in their home language, and translated versions of textbooks and/or class materials.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our ELLs have access to all of the required services/resource support and correspond to ELLs' ages and grade levels. Students are exposed to a multitude of hands-on activities, use of technology, etc.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In order to assist newly enrolled ELLs before the beginning of the school year, BCAM hosts a 2-day incoming 9th grade summer bridge orientation for both students and parents where school culture is explained, expectations, rules and school system are presented and academic experiences are modelled. Also, during these two days of orientation, our ENL teacher Mrs. Calin meets with parents of ELLs to inform and explain the ENL program BCAM implements. The school staff involved in these activities are: administrators, grade team leaders, PTA officers, Parent coordinator and ENL teacher. When needed, we utilize our bilingual staff or the Office of Translations and Interpretation to facilitate communication with parents of ELLs.

19. What language electives are offered to ELLs?

There are no language electives offered to ELLs. However, our advanced and intermediate 10th grade ELLs take Spanish classes and those who want to take the LOTE regents are offered an 11th grade Spanish II course.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
BCAM staff development seeks to create ongoing and systematic opportunities for emphasis on Common Core standards and high impact differentiated and academic language development strategies. Our PD program includes: PD Pods where teachers are given the opportunity to choose the PD pod they are interested in and then rotate. Also, our teachers have ample opportunities to attend professional conferences and workshops; twice-monthly departmental meetings around department-specific curriculum, instruction, student support (ELLs included); twice-monthly grade-team meetings around grade-specific curriculum, instruction, student support; teachers will engage in internal and external intervisitations to engage in collaborative feedback and sharing of best practices around differentiated questioning/discussion techniques.

Teacher led PD pods schedule:

1 st session: Oct5, 26, Nov.9

2 nd session: Feb.9, 29, Apr.4

Topics:

Effective Discussion/ Questioning Techniques (Bello)

Effectively Supporting Students with Special Needs and ELLs (Francis/Calin)

Growth Mindset (Bujan)

Literature Circle: Supporting at-risk young men (O'Brien)

Targeted Professional development focusing on:

developing authentic inquiry based instructional sessions and units

developing sound formative and summative assessments

developing sound discussion/questioning techniques

Fall semester schedule:

Sept.8, Nov.3, Dec. 7, Jan.11

Spring Semester:

Feb.1, Mar21, May2, June9.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As mentioned above, we utilize PD pods which this year they will focus around Core Standards, literacy, student support - led by our ENL teacher, Mrs. Calin, and special topics. Also, she will attend an array of workshops through DELLSS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
9th grade Orientation
Open houses twice a year
Back-to-school night
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The PD pods we utilize in our school will meet twice monthly on Mondays, 4 sessions per quarter and as mentioned above, our ENL teacher will deliver a PD pod on best practices for co-teaching strategies and integrating language and content instruction for English language learners on ELLs and student support. Also, all teachers will be informed by Mrs. Calin about workshops and conferences available through DELLSS. Agendas and attendance sheets are kept in staff personal files.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

This year, BCAM will implement annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results and language development needs in all content areas. We will utilize bilingual staff members or the Office of Translations and Interpretation. The meeting will take place

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Mrs. Calin will keep the records for annual individual meetings with ELL parents in an ELL Compliance Binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. BCAM seeks to provide many opportunities for ELL families, just like all BCAM student families to participate in their student's education. Our parent coordinator, Mr. Cooper will be:

- 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.

9th grade Orientation

Open houses twice a year

Back-to-school night

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Office of Adult and COntinuing Education - where parents of ELLs are suggested to go and take free ESL classes. Alsom we utilize the Office of Translations and Interpretations.
5. How do you evaluate the needs of the parents? During our Open Night and grade conferences parents will take a survey which will later on be analyzed centralized and taken into account. Also, we offer parents translated versions for each document.
6. How do your parental involvement activities address the needs of the parents? Parental involvement activities address the needs of the parents since they are part of our school and we work closely together toward their children progress and success

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James O'Brien	Principal		1/1/01
Janna Bello	Assistant Principal		1/1/01
Joseph Cooper	Parent Coordinator		1/1/01
Andreea Calin	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Brenda Lyons	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 13K412 **School Name: Brooklyn Community Arts and Media**
Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

BCAM typically disseminates home language questionnaires, ENL parent brochures, surveys, program selection forms, entitlement and non-entitlement letters in addition to program placement letters, calendars, flyers, school trips announcements and permission slips, parent teacher conferences announcements.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

BCAM holds multiple parent orientation sessions with the help of our Parent Coordinator Mr. Cooper. We offer 4 parent -teacher conference where parents are informed of their children's progress, needs and steps that need to be taken to offer home support. In addition, our ENL Teacher, Andreea Calin is conducting individual meeting with parents of ELLs in addition to the regular ones as per the new 2015-2016 C.R. Part 154 . During these individual meetings our ENL teacher establishes procedures and plans to ensure that our parents of ELLs are informed about their child's progress, also they are shown how to access Skedula. Upon request and when bilingual staff is not available translations are provided.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Within ten days from enrollment, our school determines the home language spoken in the new student's home. When English is not the language spoken at home, the parents of newly enrolled students will be informed - in writing or over the phone- of their child's placement with the help of the Translation and Interpretation Unit. Also, translated documents are mailed to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will utilize the Translation and Interpretation Unit to facilitate critical communication in a timely manner, in each of the covered languages and work with our ENL teacher, Andreea Calin. Also, during the Regents week both in January and June we hire interpreters to help translate regents exams that do not have a translated version.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our point person, Mrs. Andreea Calin will inform staff on the available translation and interpretation services. In this way, all staff will be aware of the fact that parents who wish to receive language access services should contact their local school office or the school that their child attends, parent coordinator, Mr. Cooper, ENL teacher Andreea Calin .

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

BCAM will provide parents of ELLs with a copy of the Bill of Parent Rights and Responsibilities which informs them on what their rights are regarding translations and interpretations services. Also, a sign in each of the covered languages by the Translations and Interpretation Unit is placed by the main entrance. We will also inform the parents to access additional information on the DOE website.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During our Open Night and grade conferences parents will take a survey which will later on be analyzed centralized and taken into account.