

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K429

School Name:

BROOKLYN SCHOOL FOR GLOBAL STUDIES

Principal:

DAWN MECONI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Brooklyn School for Global Studies School Number (DBN): 15K429
Grades Served: 6-12
School Address: 284 Baltic Street, Brooklyn, New York 11201
Phone Number: 718 694 9741 Fax: 718 694 9745
School Contact Person: Angelina Giunta Email Address: agiunta@schools.nyc.gov
Principal: Dawn Meconi
UFT Chapter Leader: Virgil Marshall
Parents' Association President: Valerie Wright
SLT Chairperson: Dawn Meconi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Valerie Wright
Student Representative(s): Najah Cole
Shania Peterson

District Information

District: 15 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)

Brooklyn West
BFSC: Regional 94 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: N/A

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Dawn Meconi	*Principal or Designee	
Virgil Marshall	*UFT Chapter Leader or Designee	
Valerie Wright	*PA/PTA President or Designated Co-President	
Joseph Powell	DC 37 Representative (staff), if applicable	
Valerie Wright	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Najah Cole	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shania Peterson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tania Valencia	Member/UFT	
Jenny Gonzalez	Member/Parent	
Marceline Herrera	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

The Brooklyn School for Global Studies is a grade 6-12 school located in Cobble Hill Brooklyn comprised of 250 students. 87% of our students are Economically Disadvantaged, 33% of our students are Students with Disabilities (SWD's), and 9% of our students are Limited English Proficient. 2% of our middle school students met state standards on the 2014 English Language Arts (ELA) test and 5% met state standards on the math test. In terms of Overall Student Progress, we Exceeded Target. In addition, the September 2015 incoming 6th grade class is comprised primarily of Level 1's and Level 2's.

The New York State 2013 – 2014 Report Card states that we did not make Annual Yearly Progress (AYP) in High School ELA and in our Overall Graduation Rate. We made AYP for All Students in Overall Graduation Rate, but not for Hispanic students. This data coincides with our current CEP goal of increasing the credit accumulation rate in grades 9-12, in particular grades 9 and 10.

The school's mission is to provide a rigorous curriculum dedicated to closing the achievement gap. Our goal is to have students engaged in challenging academic and social experiences that enable them to be college and career ready. We also strive to create opportunities that build strong character and promote good citizenship.

To address these needs and to fulfill our mission, we have invested in becoming a certified Advancement Via Individual Determination (AVID) school. The basic philosophy behind AVID is "Hold students accountable to higher standards, provide academic and social support, and they will rise to the challenge." Our partnership with AVID has helped us create a college readiness culture by providing us with research-based teaching strategies and a proven framework to advance student achievement. We also have partnerships with St. Francis College, New York City Institute of Technology, Advanced Placement Expansion, OneGoal and iLearnNYC. Students take credit bearing courses through St. Francis College and College Now classes through the NYC Institute of Technology. OneGoal is a college bound program that trains teachers to be Program Directors in their own schools and provides a 3-year college success curriculum. We also have education consultants from Teaching Matters and Metamorphosis.

During the 2015 – 2016 school year, we will be offering two tracks to our high school students. One track is Business and Technology and the other track is Digital Cinema; each has a three-year course sequence. Students will be able to take Computer Science courses in the Business and Technology track and the Digital Cinema track will ultimately lead to Career Technical Education (CTE) certification.

The elements of the Framework that we have made the most progress in this year are Supportive Environment, Collaborative Teachers, and Strong Family and Community Ties. This is reflected in our 2014 – 2015 Well-Developed Quality Review rating in Indicator 3.4 and in our Proficient rating in Indicator 4.2. Our key areas of focus for the 2015 – 2016 school year will be Rigorous Instruction and Effective School Leadership. This was reinforced by our Developing rating in Indicator 1.2 and the fact that 41% of our teachers were rated developing in the Advance system.

15K429 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	258	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	6	# SETSS	1	# Integrated Collaborative Teaching
				31
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	5	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		78.5%	% Attendance Rate	
				86.2%
% Free Lunch		80.0%	% Reduced Lunch	
				6.6%
% Limited English Proficient		9.5%	% Students with Disabilities	
				34.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	
				53.8%
% Hispanic or Latino		35.6%	% Asian or Native Hawaiian/Pacific Islander	
				2.2%
% White		5.5%	% Multi-Racial	
				0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.08	# of Assistant Principals (2014-15)	
				N/A
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	
				2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
				7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	
				7.35
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		2.4%	Mathematics Performance at levels 3 & 4	
				4.8%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	
				10.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		57.1%	Mathematics Performance at levels 3 & 4	
				61.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		60.4%	% of 2nd year students who earned 10+ credits	
				74.5%
% of 3rd year students who earned 10+ credits		74.3%	4 Year Graduation Rate	
				54.0%
6 Year Graduation Rate		75.0%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
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	
				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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				NO
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 Science (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		
Accountability Status – High 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 Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				YES
Hispanic or Latino		YES	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.

Part 1 – Needs Assessment

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

The school received a Developing in Indicator 1.2 (Pedagogy) during the 2014 – 2015 Quality Review. Inconsistencies across classrooms were noted as well as the need for more student centered inquiry work. In addition, the Middle School Quality Guide showed that there was a big discrepancy between the amount of students passing their coursework and the amount of students scoring proficient on the ELA and math state tests. The High School Quality Guide showed a discrepancy in the amount of SWD’s passing Regents in comparison to their general education peers. 26% of our students are SWD’s in comparison to the 18% Citywide average.

In order to ensure the planning of rigorous instruction that is aligned with the standards, has multiple entry points and is engaging, we will use the Backwards Design model to create a yearlong assessment calendar. During the 2014 – 2015 school year, we began the process by mapping out the unit and interim assessments for middle school ELA and math. This allowed us to track and analyze student progress by the standards. During the 2015 – 2016 school year, we will expand this process for all core subjects in grades 6-12. As indicated by our Proficient rating in Indicator 4.2 during the Quality Review, we already have strong teacher teams in place familiar with the data inquiry process. Creating a yearlong assessment calendar for all subject areas will ensure that students will be required to complete rigorous Common Core Learning Standards (CCLS) aligned tasks; it will increase the overall coherence of day to day lessons and allow teachers to consistently modify their instruction based on the needs of their students.

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

By June 2016, teachers in all core subject areas in grades 6-12 will design end of unit CCLS-aligned tasks to improve the level of rigorous instruction as measured by the development of 6 units of study.

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?</p>
<p>Professional development will be devoted to Backwards Design planning and the creation of curriculum maps. Curriculum maps will be due the first week of each term. Consultants from Metamorphosis and Teaching Matters and the Interschool Teacher Development Coach will work with individual teachers.</p>	<p>Grades 6-12, all core subject areas</p>	<p>Ongoing, August 2015 – June 2016</p>	<p>Principal and Assistant Principal will conduct professional development and oversee the completion of maps.</p>
<p>The creation of an assessment calendar will be the foundation of our data driven instruction. Teachers will modify their curriculum and daily lessons based on the data from their unit tests. After the administration of unit assessments, teacher teams will work together to identify standards that need to be retaught and strategies to address the needs of SWD's, English Language Learners (ELL's) and other high need groups.</p>	<p>Grades 6-12, all core subject areas</p>	<p>Ongoing, September 2015 – June 2016</p>	<p>Principal and Assistant Principal will oversee the process. Teacher teams will analyze data and teacher leaders will be identified from each subject area to lead teams.</p>
<p>Middle school math teachers will use the Common Core Pearson CMP3 curriculum, and the high school will use EngageNY. Both middle school and high school ELA will use Houghton Mifflin Harcourt's Collections. Grade 6-12 science and social studies will use the appropriate scope and sequence, the MOSL Performance Tasks and/ or the Regents to guide the construction of their end of unit performance tasks. Teacher teams, as part of their data inquiry, will meet regularly to modify the curriculum based on the needs of our students.</p>	<p>Grade 6-12, all core subject areas</p>	<p>Ongoing, August 2015 – June 2016</p>	<p>Principal and Assistant Principal will oversee the use of the appropriate curriculum.</p>
<p>Parent Engagement Time will be used to review curriculum with families and monthly newsletters will keep parents apprised of assessment dates and the required content.</p>	<p>Grades 6-12, all core subject areas</p>	<p>Ongoing, August 2015- June 2016</p>	<p>Principal, Assistant Principal and Parent Coordinator will oversee all activities.</p>

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.

Funding will be set aside to fund math and ELA coaches from Metamorphosis and Teaching Matters. The DOE provides an Interschool Teacher Development Coach at no cost to the school. ELA and math will order the Common Core curriculum through the DOE, but the school will directly fund the text used for middle school ELA. Teachers will analyze data and work with Teacher Teams during Professional Learning Community (PLC) time on Monday afternoons and Common Planning will be every teacher's 6R or Professional Activity. The school will purchase Rubicon Atlas as an online curriculum development tool.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, teachers in all core subject areas will have developed 3 units of study and 3 corresponding CCLS-aligned performance tasks.

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.

Part 1 – Needs Assessment

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

The school received a Well- Developed on indicator 3.4 (School Culture) during the 2014 – 2015 Quality Review. As an AVID school we have created a culture of high expectations and have created a college readiness culture by infusing AVID methodologies and best practices schoolwide. Our AVID elective classes and our Seminar classes support student social- emotional growth as well as their organizational and study skills. The Quality Review indicated that the systems and structures that the school has in place allow us to know our students well and that students feel safe, supported and challenged by their teachers and peers. Our schoolwide Positive Behavior Intervention Systems (PBIS) program reinforces the school’s expectations and acknowledges students who ROAR or show Respect, Ownership, Achievement and Responsibility.

The high school attendance data though for 2013 – 2014 was 84% which was below both the borough and citywide average. The Quality Review revealed that we may have a strong school culture, but our attendance data reveals that we need to reach more students. The current Automate the Schools (ATS) Register and Attendance Rate report (RGAR) reveals that our attendance rate for the 2014 – 2015 school year is 86.36%

Our goal for the 2015 – 2016 school year is to use our PBIS program to increase our attendance rate and to have the AVID elective and Seminar teachers meet as grade teams to coordinate our attendance outreach.

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

By June 2016, there will be a 5% increase in our high school attendance rate measured by the ATS RGAR report.

Part 3 – Action Plan

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: <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 in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Our PBIS program will be expanded to help support improved attendance. Good attendance will be acknowledged through “ROAR dollars” and publicly celebrated on bulletin boards, during daily announcements and during attendance celebrations. Our PBIS committee made up of teachers, administrators, and counselors will meet on a weekly basis to analyze data and target students.	All students	Ongoing, September 2015 – June 2016	Principal, Assistant Principal, Parent Coordinator, Attendance team and PBIS committee.
AVID elective and Seminar teachers will meet as grade teams and coordinate attendance outreach. Teachers will take ownership of specific students and become their advocates. Tuesday parent engagement time will be used for parent meetings and to make telephone outreach.	All AVID and Seminar teachers	Ongoing, September 2015 – June 2016	AVID elective teachers, Seminar teachers
All teachers will use the online Jupiter Grading System. The system gives families access to students’ grades and attendance records at all times. Teachers can also correspond with families through Jupiter. Parent Coordinator will conduct workshops on Jupiter and post information on the school’s webpage as well as during monthly newsletters.	All teachers	Ongoing, September 2015 – June 2016	Principal and Assistant Principal
Students coming late to school will immediately receive phone calls home. Phone calls will be coordinated by the parent coordinator and the school aide at entry. Consequently, students on time to school will receive ROAR dollars.	All students	Ongoing, September 2015 – August 2016	Assistant Principal, Parent Coordinator, support staff

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.										
Tax Levy will be used to purchase PBIS and attendance incentives. All teachers have Common Planning as their 6R or Professional Activity and one day a week will be dedicated to grade team meetings. School leaders will attend weekly PBIS meetings and the Parent Coordinator will become part of the Attendance Team and take ownership of contacting the families of students who arrive late to class.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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 February 2016, there will be a 2.5% increase in our high school attendance as measured by the ATS RGAR report .

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.

Part 1 – Needs Assessment

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

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

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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.

Part 1 – Needs Assessment

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

The school received a Developing in indicator 1.2 during the 2014 – 2015 Quality Review. The reviewer noted inconsistencies across classrooms and the need for more gradual release. The reviewer noted that students must be asked to do more and that teachers should act more like facilitators. In addition, the Advance data shows that 76% of teachers received a developing in 3B: Questioning and Discussion and 55% received a Developing in 3C: Engaging Students in Learning. An increase in teacher performance in both of these components will lead to an overall increase in student performance.

As a first year AVID school, the faculty committed to implementing all aspects of WICOR (Writing, Inquiry, Collaboration, Organization and Reading) into their curriculum and daily lesson plans. All teachers also reinforced the use of binders and agendas in all of their classes. When the staff did an end of year school reflection, they noted that becoming an AVID school increased consistency across classrooms. After looking at the data they also noted that as a school, our instructional focus for the 2015 – 2016 school year needed to be on “getting students to do more.” As a result, our instructional focus for 2015 – 2016 is on planning tasks that are student centered that allow students to take ownership of their own learning. Focusing on the planning will also provide greater access to the curriculum for special education ELL students.

The Advance data also revealed that even though teachers were observed more often than required, teacher pedagogy did not necessarily improve. The teachers that showed the most significant progress participated in content coaching cycles with either the school leaders or the coaches from Metamorphosis and Teaching Matters. As a result, school leaders participated in a Teaching Matters Workshop led by Paul Bambrick Santoyo from the Uncommon Schools network called Leveraging Leadership. Therefore in an effort to improve instruction during the 2015 – 2016 school year, teachers will be observed more frequently, but in a less evaluative fashion. Administrators will focus on identifying high leverage “bite size” feedback that can be implemented immediately and then followed up during the next week. In an effort to gain more trust, school leaders will spend significantly more time coaching in a more collaborative fashion. In addition, teacher leaders who participated in a Teaching Matters three day workshop on how to lead data driven teams will lead their department’s PLC’s during the 2015 – 2016 school year; this will foster more distributive leadership.

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques resulting in a 20% increase in the percentage of teachers being rated effective in component 3B in Advance.

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?</i></p>
<p>School leaders will conduct more frequent observation/feedback cycles and identify “bite size” actions steps. School leaders will develop an observation/feedback calendar to maximize time.</p>	<p>All core subject area teachers</p>	<p>Ongoing, September 2015 – June 2016</p>	<p>School leaders, coaches from Teaching Matters and Metamorphosis</p>
<p>During Monday’s professional development time, teacher leaders will facilitate data driven PLC’s on inquiry. Intervisitations and the sharing of best practices will be an ongoing part of the process.</p>	<p>All teachers</p>	<p>Ongoing, September 2015 – June 2016</p>	<p>Assistant Principal, Teacher Leaders</p>
<p>Coaches from Teaching Matters and Metamorphosis will work with our high school and middle school math teachers. School leaders will engage in coaching cycles with teachers of all other subject areas.</p>	<p>All core subject areas</p>	<p>Ongoing, September 2015 – June 2016</p>	<p>School leaders, coaches from Metamorphosis and Teaching Matters</p>
<p>Assistant Principal will lead a weekly Lesson Study Group for identified teachers and run weekly special education teacher meetings for ICT teachers.</p>	<p>Special Education Teachers, Teachers who have a TIP or require additional support</p>	<p>Ongoing, September 2015 – June 2016</p>	<p>Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to use differentiated questioning and discussion techniques resulting in a 10% increase in the percentage of teachers being rated effective in component 3B in Advance.

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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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 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)	Not meeting standards on state exams/NYSESLAST test	LightSail Independent Reading; Achieve 3000; ELA Regents tutoring; Individual goal setting; Apex online remediation program	Small group and one-to-one tutoring	During the school day and after school; Saturday
Mathematics	Not meeting standards on state exams	Math CMP3 tutoring; Math Regents tutoring; Individual goal setting; Apex online remediation program	Small group and one-to-one tutoring	During the school day and after school; Saturday
Science	Not meeting standards on state exams or MOSL performance test	Science Regents Tutoring; Castle Learning; Individual Goals Setting; Apex online remediation program	Small group and one-to-one tutoring	During the school day and after school; Saturday
Social Studies	Not meeting standards on state exams or MOSL performance test	Social Studies Regents tutoring; Castle Learning; Individual Goals Setting; Apex online remediation program	Small group and one-to-one tutoring	During the school day and after school; Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As per Individualized Education Plan (IEP) or recommendation by Pupil Personnel team	Counseling and conflict resolution/mediation	Small group and one-to-one counseling	During the school day and after school

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.
Currently, all teachers are considered highly qualified. Teachers are programmed within license area, and when possible, within grade level preference. In order to retain highly qualified teachers, teachers are given leadership roles within the building and are supported when pursuing administrative certification. New teachers are recruited by school based committee members to ensure all new hires are qualified and can contribute to the school community. Professional development is led by the Principal and the Assistant Principal and the focus is the Danielson rubric and research based best practices. Teachers are also encouraged to attend outside PD's based on the needs of the building as well as their own professional interests.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Ongoing professional development is embedded in the process of aligning the curriculum. Teachers focus on the Common Core standards and making sure they are embedded in their curriculum maps. School leaders and teacher leaders and attend Teaching Matters and Metamorphosis workshops, College Board meetings, and AP Expansion meetings. Paraprofessionals meet weekly to understand and learn how to implement students' IEPs as well as to record information on SESIS. In addition, the faculty is consistently trained on the requirements and components of the new teacher evaluation system. The principal and assistant principal are also trained by the Talent Coach, and the principal has a coach from the Leadership Academy.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Not Applicable

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.

Periodic assessment decisions are made in collaboration with teacher leaders from every department. In addition, the MOSL committee, made up of teachers and administrators, collaboratively make MOSL selections. Departments plan curriculum maps and unit assessments together and use the data from these assessments to drive their instruction. Their maps are therefore “living documents.”

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	198,669.00	X	11, 14, 18
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,664,835.00	X	11,14,18

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. The Brooklyn School for Global Studies, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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. The Brooklyn School for Global Studies will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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

The Brooklyn School for Global Studies in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department to 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 15	Borough Brooklyn	School Number 429
School Name The Brooklyn School for Global Studies		

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 Dawn Meconi	Assistant Principal Natasha Blakley
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kimberly Miller	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Cheryl Ann Fox
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	2	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	2
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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	219	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 checked="" type="checkbox"/> 8 <input checked="" 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
Dual Language														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)	5	ELL Students with Disabilities	4
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	5

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
DL										0
ENL	5	1	1	6		1	5		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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								1	3	4	3	0	2	0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic													3	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)											1			0
Emerging (Low Intermediate)							1				1			0
Transitioning (High Intermediate)								1				2		0
Expanding (Advanced)								2	1				1	0
Commanding (Proficient)														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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	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							2				2			0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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	4		2	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____	1		0	
Chemistry				
Earth Science	1			
Living Environment	4	2	0	0
Physics				

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	3		0	
Geography				
US History and Government	4		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
At the Brooklyn School for Global Studies, we use Acieve 3000 at the high school level to assess ELLs reading level and literacy skills. At the middle school level, we use the Lightsail program to determine ELLs lexile levels and reading comprehension skills. Additionally, we use teacher-created assessment to determine ELLs writing, listening and speaking skills. We use this data to inform our schools' instructional plan by determining students' strengths that need to be built upon and students' weaknesses that need to be improved.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to our NYSITELL and NYSESLAT data, students continue to struggle with organizing and developing their writing skills. As per the assessment, students were asked to read a passage and develop a specific type of writing (narrative, informative, etc.) The majority of students struggled with developing each type of writing. In addition, students struggled with the speaking section because they: did not understand the question asked, did not have enough background information to articulate their ideas and/or did not speak clearly. Students did better with reading comprehension, but it will need to continue to improve their ability to answer text-dependent questions as well as inference questions.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At the Brooklyn School for Global Studies, we use the AMAO tool to measure the progress of our ELLs as they acquire the English language. We include content area data as well as determine which of our students are most "at risk." This helps inform our instruction and the setting of language goals for students. The AMAO tool has been useful in providing us with accurate data for our target sub-groups of ELLs.
- 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?

Through the NYSESLAT data, we noticed that our population of long term ELLs consistently score at the Expanding level, but are unable to reach proficient. We noticed that beginner ELLs were able to reach a level higher than what they scored on the NYSITELL by the end of the year. On the state exams and the Regents exams, whether the assessment is in the home language or English, ELLs continue to struggle to perform on level. The Regents data is particularly troubling since these students are now at-risk to not graduate. The school leadership and teachers are providing students with additional supported through extended day and Saturday school to support students in accessing the content area they struggle most in (usually History and Comprehensive English). From the periodic assessments, we notice that ELLs struggle with developing their ideas through writing and speaking in English. As a result, they perform at a much lower level than English-speaking students. The Brooklyn School for Global Studies as implemented a push-in model so that the ENL teacher, Ms. Miller, may work in small groups with ELLs to support them in their content classes while further developing their literacy skills. In addition to best teaching strategies for ELLs, The ENL teacher uses home language tools, such as the interpretative services to translate class documents and differentiates tasks and assessments so that students may demonstrate their knowledge of content.

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](#).] The Brooklyn School for Global Studies does not use RtI.

6. How do you make sure that a student's new language development is considered in instructional decisions? The Brooklyn School for Global Studies values the role of academic language as an important aspect of developing critical thinking skills and overall achievement. We refer to the data collected in the HLIS to determine students' educational history and cultural background. Therefore, to ensure that a child's second language development is considered in planning and instruction, we provide students with language scaffolds such as sentence stems to facilitate Accountable Talk, pre-teach academic vocabulary words and use parallel translations (English/Home Language) for entering and SIFE students. We also utilize visual aids and graphic organizers to differentiate tasks and assessments. We encourage students to use bilingual glossaries for their content area classes to further build their knowledge of academic vocabulary. Students are often paired in high-low partners to provide entering students with content area support in their home language. Content area teachers and the ENL teacher collaborate to discuss individual student needs and the ENL teacher will often provide students with small group instruction for difficult concepts.

7. For dual language programs, answer the following:

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

The Brooklyn School for Global Studies does not have a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). At The Brooklyn School for Global Studies, we evaluate the success of our programs for ELLs by carefully tracking authentic data from formative assessments, periodic assessments and summative unit assessments. We also evaluate data weekly using the Achieve 3000 program to determine students' literacy progress. As a faculty, we collaborate to use this data to discuss how to better serve ELLs and determine student needs.

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.

The Brooklyn School for Global Studies each parent or guardian of a new student is provided the Home Language Identification Survey in the language requested by the parent or guardian. We will also use the DOE Interpretation Services or ask a bilingual staff member to interpretate when necessary. The ENL teacher completes the HLIS with the parent or guardian and determines if the ELL Identification Process should proceed based on the responses on the HLIS. The HLIS will be kept in the student's cumulative file. When it is determine that the home language is a language other than English, the ENL teacher will interview the student in English and have a translator interview the student in their home language. If possible, the ESL teacher will review student work from his or her previous school setting. This information will aid the ESL teacher in determining if the student is eligible for the NYSITELL. Through the interviews and student work, the ENL teacher will also decide if the student needs further assessments to determine if the student is SIFE (see question 2). If the student is eligible for the NYSITELL, the ENL teacher will administer the exam within the ten day time frame, but will inform parents of the results of the NYSITELL and ELL status within five school days through a parent notification letter, which will be kept on file (see question 4). Students whose home language is determined as Spanish, will also be administered the Spanish Lab-R within the allotted ten days to determine students' literacy in their home language.

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).
As of the 2015-2016 school year, The Brooklyn School for Global Studies will use the following procedure to identify SIFE students within 30 days of enrollment:
- Have parent or guardian complete the HLIS, indicating student's prior schooling
- A SIFE questionnaire will be administered during initial interview
- The ENL teacher will administer the oral interview questionnaire
 - If the students' home language is Arabic, Bengali, Chinese, Haitian, Creole or Spanish, the ESL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS)
 - SIFE status will be indicated within 30 days from initial enrollment (BNDC)
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).
As of the 2015-2016 school year, The Brooklyn School for Global Studies will use the following procedure when determining the NYSITELL eligibility for students entering with an IEP and their home language is other than English (within 20 days):
- The Language Proficiency Team (LPT) will meet to decide the eligibility of the student. The LPT will consist of: a school leader, the students' parent/guardian/the student (over 18 years old), the ENL Teacher and the Special Education Supervisor.
 - If the team decides the student is eligible to take the NYSITELL, the ELL Identification Process will continue as per the process described in question 1. If a student is identified as SIFE, it will be entered into the ERPG report.
 - If the team decides the student is ineligible to take the NYSITELL, the team will have the school principal review the recommendation.
 - If the school principal determines the student is in fact eligible to take the NYSITELL, the identification process will continue as per the process described in question 1
 - If the school principal determines that the student should not take the NYSITELL the recommendation is sent to the superintendent for review and the parent/guardian is notified within 3 days of the decision. If the superintendant agrees with the recommendation that the student should not take the NYSITELL then the ELL Identification Process ends.
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.
The Brooklyn School for Global Studies ensures that entitlement and non-entitlement parent notification letters are distributed within five days after the NYSITELL is scanned and score is determined by mailing the notification to the child's home as well as a follow-up phone call to the parent to confirm the notification has been received. All letter will be sent in the parent's preferred language as per HLIS. The staff members responsible for completing this task are: Ms. Miller, the ENL Teacher and Ms. Guinta, the People Personnel Secretary.
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).
As of the 2015-2016 school year, parents will be informed that they have a right to appeal their child's ELL status within 45 days of enrollment during the Parent Orientation administered by the parent coordinator and the ESL teacher. It will be made clear to the parents the process necessary to appeal the ELL status of their child through the interpretation services. Therefore, parents will receive this critical information in their home language. The staff member responsible for completing this task are: Ms. Miller, the ENL teacher and Ms. Guinta, the People Personnel Secretary.
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.
At the Brooklyn School for Global Studies, we ensure that parents understand the instructional program choices (Transitional Bilingual, Dual Language, and Free Standing ENL) by providing parents with an orientation that includes watching the Parent Orientation video in their preferred language. Ms. Fox, the parent coordinator and Ms. Miller, the ENL teacher are available so that parents may ask clarifying questions about the programs and what will be offered to their child at Global Studies. Parents will also meet at least once annually to discuss if the program at Global Studies is appropriate and meets their child's individual needs. Outreach to parents will be in the parent's preferred language. If a parent/guardian decides that the program at Global Studies is not right for their child, the ENL teacher will work collaboratively with the guidance office and the parent to identify a school that has the program suitable for the child and is aligned with the parent's wishes. Parents will be made aware that the bilingual program is a default for if they do not choose a program on the Parent Survey.
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.

The ENL teacher will be responsible for reaching out to parents to ensure the Parent Survey and Program Selection forms are returned in a timely manner through mailed notifications and phone calls. The ENL teacher works collaboratively with the main office to ensure that the ELPC screen on ATS is completed upon receiving a returned Parent Survey and Program Selection form. Additionally, the ENL teacher will record all changes to a parent's prior program choice on the BNDC screen. Parents will receive all forms in their preferred language. Ms. Miller, the ENL teacher will receive the forms and Ms. Guinta, the People Personnel Secretary will store the forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As of the 2015-2016 school year, the ENL teacher will keep a checklist of newly enrolled students and documents that must be completed for each child (i.e. HLIS, NYSITELL, Parent Survey, etc.) The ENL teacher will be responsible for reaching out to parents who have not returned the Parent Survey and Program Selection forms through mail, phone, e-mail, etc. to request the forms to be returned. All surveys and forms will be distributed in the parent's preferred language. Ms. Miller, the ENL teacher will receive the forms. Ms. Guinta, the People Personnel Secretary will store all forms collected.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Brooklyn School for Global Studies ensures that placement parent notification letters are distributed by mailing the notification to the child's home in the parent's preferred language as well as a follow-up phone call made by the ENL teacher to the parent to confirm the notification has been received.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
In addition to the cumulative files for each child maintained in the main office, as of the 2015-2016 school year, the ENL teacher will retain copies of all ELL documentation using a binder system.
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.
The steps taken to administer all sections of the NYSESLAT exam are as follows:
 - Ms. Miler, the ENL teacher, will check the LAT report on ATS to determine eligible students to take the NYSESLAT exam. The ENL teacher meets with Ms. Blakley, the Assistant Principal to determine the exam schedule, including exam dates for each grade band and make-up exam dates as well as if additional proctors are needed. (If additional proctors are needed, the ENL teacher will determine a time prior to the exam to turn-key NYSESLAT administrator training to the teachers)
 - The ENL teacher will send notification letters to parents in their home language detailing the dates and time their child will be taking each part of the exam as well as make-up dates.
 - The ENL teacher will work collaboratively with the Assistant Principal to ensure all students have the opportunity to take or make-up parts of the exam.
 - The ENL teacher will also notify the faculty via email of the exam schedule and list of students who are taking the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Brooklyn School for Global Studies ensures that continued entitlement and transitional support parent notification letters are distributed by mailing the notification to the child's home in the parents' preferred language as well as a follow-up phone call made by the ENL teacher to the parent to confirm the notification has been received.
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 for the last few years, we have determined that The Brooklyn School for Global Studies Freestanding ENL program is aligned with parent requests since 100% of parents/guardians selected this program model. We noticed that the trend is most parents prefer the ENL Freestanding Program. Therefore, students will be programmed according to the mandated minutes in this program model.

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.

At The Brooklyn School for Global Studies, based on a students' proficiency level, students will receive both stand alone ENL and/or integrated ENL/ELA/Content Area courses. In the integrated courses, the ENL teacher and content area teacher will co-teach and work collaboratively to implement high quality differentiated instruction for all students, especially ELLs. In the stand alone ENL course, students will work in a small heterogeneous group with the ENL teacher to explicitly develop literacy skills in English. In order to fulfill the regulations implemented by CR Part 154.2, students' proficiency level will be considered when programming students for stand alone ENL and integrated courses. A student's proficiency level will also determine the amount of minutes. Students home language will be supported and utilized in the following way: through the use of native language textbook components, the push-in model and interpretation services.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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 Brooklyn School for Global Studies ensures that ELLs receive the mandated number of instructional minutes by having the programmer, guidance counselor and ESL coordinator collaborate to make sure ELLs are appropriately placed in a stand-alone and/or integrated ESL course. Global Studies has a free-standing ESL program model, thus, as per CR Part 154.2, the ENL instructional minutes are delivered in the following way:

- Entering and Emerging (6-8): Receive 360 minutes per week of both ENL and integrated ENL/ELA
- Transitioning (6-8): Receive 180 minutes per week of both ENL and integrated ENL/Content Area
- Expanding (6-8): Receive 180 minutes per week of integrated ENL/ELA
- Commanding (6-8): Receive 90 minutes per week of integrated ENL/ELA
- Entering (9-12): Receive 540 minutes per week of both ENL and integrated ENL/ELA
- Emerging (9-12): Receive 360 minutes per week of both ENL and integrated ENL/ELA
- Transitioning and Expanding (9-12): Receive 180 minutes per week of both ENL and integrated ENL/Content Area
- Commanding (9-12): Receive 90 minutes per week of integrated ENL/Content Area

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.

Our students are placed in mainstream content area courses including: Math, Science, ELA and History/Social Studies. All courses are delivered in English, however scaffolds and differentiation strategies are part of daily instruction to ensure that all students are engaged in learning the course material. For example, a newcomer or entering student will be paired with a bilingual peer during partner and group tasks. The bilingual peer supports the ELL student by providing information, directions and clarification in the ELLs home language. Additionally, teachers will use visual aids, audio support, tactile support and graphic organizers to ensure that ELLs are able to make the material comprehensible and help the student develop academic language.

At the Brooklyn School for Global Studies, we follow the workshop model for reading and writing. We focus on developing all language domains fostering academic language by utilizing a variety of materials. The materials used are aligned to the Common Core Standards and provide rigorous learning for all students. Teachers create literacy-based classrooms by displaying student work, using word walls and anchor charts that illustrate reading and writing strategies used in the classroom. ELLs have access to academic language and literacy strategies at all times, which allows them to develop their language and make the material of the course comprehensible.

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

ELLs are appropriately evaluated in their home language throughout the year by:

- Being provided the Spanish Lab-R as a newly registered student and if Spanish is identified as the home language.
- A periodic assessment will be administered and analyzed each quarter.

Having entering and emerging students take the New York State Practice Regents Exams in their home language. This will provide benchmark data for content area teachers to determine how well students will do on the Regents Exams (other than ELA).

- School developed culturally non-biased assessments

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year the ENL teacher continuously tracks student data from:
- Achieve 3000: Reading comprehension
 - AVID: The Write Path curriculum for writing
 - Listening and speaking through NYSESLAT rubrics
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
- a. SIFE: Provided small group instruction and provided activities in both English and the home language. Students will receive scaffold texts with guiding questions and a visual glossary of terms.
 - b. Newcomer: Provided small group instruction, paired with a bilingual peer and provided activities in both English and the home language. Students will receive scaffold texts with guiding questions and a visual glossary of terms.
 - c. Developing: Provided with tiered questions and assignments depending on their proficiency level. Students also receive graphic organizers for writing and reading activities. Students will be provided with sentence frames and stems. Students will receive a bilingual vocabulary sheet for each unit of study. Students will receive leveled texts depending on proficiency levels.
 - d. Long Term: Students may receive graphic organizers, visual aids and sentence stems. Students receive a reference sheet for speaking prompts.
 - e. Former ELLs: Students will be provided with graphic organizers for writing and note taking. Students will be provided guiding questions for texts. Students will receive these additional services for two years.
 Students will receive appropriate testing accommodations such as extended time, translated assessment, interpreters, etc.
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.
 Our school ensures that a student's academic progress has not been adversely affected by the re-identification of a student as either ELL or non-ELL by first having a school leader consult with a qualified staff member in the school, the parent/guardian and the student. If the school leader determines that the re-identification process has affected the student then the school leader will provide additional support services such as: extended day classes and tutors to the student. The school leader may also reverse the determination within the same 6-to-12 month period. The school leader will take the necessary steps to complete the reversal if necessary.
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?
 The instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are:
- Achieve 3000: Provides leveled texts and tiered questions that promotes critical thinking about a text and builds academic vocabulary.
 - Lightsail: Engages students in independent reading based on a student's lexile level. Promotes varied texts (literature an informational) and allows teacher to track authentic data that will inform further scaffolds and support for the student.
 - SMART board technology is used to make learning more interactive for students.
 - Read Aloud/Think Aloud: Is used to guide students thinking about a text and allows the teacher to model fluency.
 - Pre-teaching Vocabulary: Use of bilingual word wall, Vocabulary Study and Vocabulary Self-Collection strategy
 - Visual Aids and Realia
 - Accountable Talk
 - AVID strategies: Quotation Analysis, Cornell Notes, Graphic Organizers
- The assistant principal, Ms. Blakley reviews students programs to make sure services indicated on the student's IEP are being met.
 Additionally, the IEP teacher, Ms. Strycharz and the ENL teacher, Ms. Miller collaborate to ensure that these students are being appropriately and effectively accommodated.

Chart 7 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?

The goal for ELL-SWD students at The Brooklyn School for Global Studies is to endure equitable standards-based ENL educational services for culturally and linguistically diverse special education students and their families. Instruction for ELL-SWD students includes:

- Use of the Common core Learning Standards as the base for ENL, ELA and content area instruction in the least restrictive environment
- Increase use of multi-cultural materials and resources
- Use of instructional and adaptive technology
- ICT classes and ESL push-in model in content area courses
- Ongoing professional development and collaboration between the ENL teacher and special education teachers for best instructional practice for both ELLs and students with disabilities
- On going review of students' IEP goals and ATS data to inform instruction and appropriate scaffolds and differentiation

The SIT team, Ms. Blakley, Ms. Strycharz and Ms, Castillo meets and discusses the needs of all students. The team ensures that Global Studies to meet the mandates of the students' IEPs. WEprovide flexible programming to ensure students needs are being met.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 Chart	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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

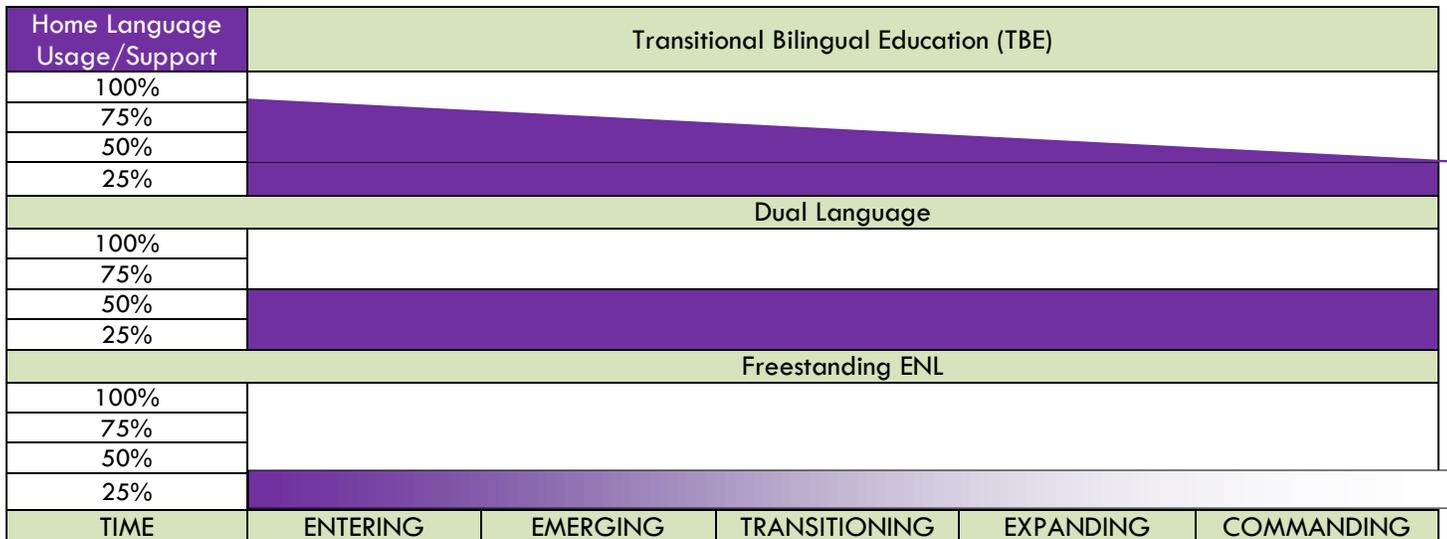


*Note: “other approved services” does not apply to New York City at this time.

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.
- ENL/ELA: SIFE, Newcomers and Developing students are placed in a Period 9 class to further develop literacy skills.
 - Math: Students are placed in an additional enrichment course as well as offered bilingual supplementary materials for our math curriculum (Long Term and Former ELLs)
 - Science/History: Students are encouraged to stay after school for small group instruction and support from their content area teachers (All sub groups)
- Saturday school is provided for regents prep
Native language support includes: duolingo, bilingual glossaries and the school is in the process of purchasing Rosetta Stone
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- During the 2014-2015 school year, The Brooklyn School for Global Studies ENL program worked diligently to support ELLs in their content area classes as well as to develop their academic language skills. Most of the students made significant improvements as proven by an increase in their regents' exam scores as well as overall grades in their courses. It is anticipated that all ELLs made progress on the newly Common Core aligned NYSESLAT exam. Data is reviewed at the end of each unit to determine the effectiveness of the program. Ms. Miller, the ENL teacher meets with content teachers to make them aware of the ELLs in their class and strategies to help instruct and assess the ELLs in their class.
12. What new programs or improvements will be considered for the upcoming school year?
- For the 2015-2016 school year, The Brooklyn School for Global Studies will implement a more structured and strategic plan for intervention specifically for Long Term and Developing ELLs. The plan will involve consistent and close collaboration between the school leader, ENL teacher, parent coordinator and content area teachers. The ESL teacher will consistently work with the parent coordinator to increase parent outreach and involvement in the target students' language development. The ESL teacher will provide students with an after school course specifically designed to offer further support for students in courses for which they need to pass a regents exam to graduate. This support will involve developing students' academic language in that course, developing writing skills by referring to student-friendly rubrics and developing speaking skills using the Accountable Talk protocol. It is our goal to have these target groups test-out of ESL as well as pass their regents exams. It is also our goal to help students feel more confident about participating in class activities that involve speaking and listening to peers.
13. What programs/services for ELLs will be discontinued and why?
- At this time, there are no programs or services that will be discontinued for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At The Brooklyn School for Global Studies, we have created enrichment and extra-curricular activities to further engage all of our students. Our extra curricular activities include: Student Government, band, soccer, Peer tutoring, Yearbook Committee and various clubs created and facilitated by teachers. ELLs receive information about these activities explicitly from the ENL teacher who also acts as an advisor to encourage students to participate in at least one activity that interests them. For our middle school students, our school collaborates with OST to provide an after-school program that enriches students learning. Our ELLs in the middle school are strongly encouraged to participate in this program for additional academic and social support. Our target ENL students are provided with a period 9 class that uses small group instruction to provide students with further support in their content area courses. Ms. Miller, the ENL teacher provides atudents with fliers to invite them to school clubs and events. The invitations are provided in the native language when necessary.
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.
- Achieve 3000: Provides leveled texts and tiered questions that promotes critical thinking about a text and builds academic vocabulary.
 - Lightsail: Engages students in independent reading based on a student's lexile level. Promotes varied texts (literature and informational) and allows teacher to track authentic data that will inform further scaffolds and support for the student.
 - SMART board technology is used to make learning more interactive for students.
 - Bilingual Glossaries, Longman English Dictionary
 - Document Camera (ELMO): used to project graphic organizers and texts
 - Lap tops and iPads: used to measure student lexile level
 - Bilingual digital math curriculum
 - Brain POP and Duolingo
- Textbook components provided in native language
Rosetta Stone to develop basic English language skills
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in Global Studies' ENL program through the use of bilingual glossaries and bilingual word walls. Newcomer and SIFE students are paired with a student who is literate in that students' home language during class activities, which will help the student continue to develop their home language as well as make the material comprehensible.

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

At The Brooklyn School for Global Studies, our classes are grouped heterogeneously, which promotes differentiated instruction. As a staff we collaborate to make sure that all services and resources provided to students correspond to the students' ages, grade level and proficiency level. For example, teacher will create leveled/ varied texts so that students can access content.

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 year, a school leader facilitates a new student orientation in late August. The school leader and parent coordinator present all the opportunities students will have at Global Studies including extra curricular activities such as clubs and sports teams. The ESL teacher will coordinate a mentorship program in which a newly enrolled ELL student will be paired with a peer mentor (preferably a peer who speaks the students' home language) who will provide the student with information about the school and help the student feel welcome.

19. What language electives are offered to ELLs?

We offer Spanish as our foreign language elective. When we have enough students, we plan to implement a Native Language Arts elective class.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

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.)
As of the 2015-2016 school year and as per the requirements of CR-Part 154.2, ELL personnel at The Brooklyn School for Global Studies will receive ELL-specific professional development at off-campus workshops and training. The ENL teacher will turnkey the information learned at the workshop or training to the staff. As mandated by CR-Part 154.2, 50% of the ESL teacher's professional development will be ELL specific. Teachers will receive specific ELL professional development on: Eptember 8, February 1, November 23, April 4, and May 23. Additionally, the Data Inquiry team will turnkey their review of ELL performance on content area assessments.
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?
At The Brooklyn School for Global Studies, teachers of ELLs will work collaboratively with the ENL teacher to support ELLs as they engage in the Common Core Learning Standards. The ENL teacher will meet weekly with grade teams during common planning time to support teachers in developing activities and using strategies that will best support ELLs in meeting standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teacher, guidance counselor and parent coordinator will work collaboratively to assist ELLs as they transition from middle to high school. The ESL teacher and the staff will discuss individual student needs as they transition including appropriate programming and additional support students may need in their high school courses (i.e. resources, learning style consideration, etc.) Additionally, the guidance counselor was part of the ELL-specific professional development administered on SEptember 8 to get a better understanding of how to transition ELLs into the school environment.
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.
As of the 2015-2016 school year, The Brooklyn School for Global Studies will meet the professional development requirements of CR-Part 154.2 by:
 - Having the ENL teacher turnkey training in strategies and best practices for supporting ELLs to the staff. Of the staff's yearly professional development, at least 15% will focus on integrating language and content instruction for ELLs.
 - The ENL teacher will attend workshops or training on best practices for supporting ELLs. Of the ENL teacher's yearly professional development, at least 50% will be dedicated to language acquisition in alignment with core content area instruction for ELLs.Teachers participated in learning appropriate instructional strategies and modifications to help ELLs access content area material. Tecahers were shows examples of how to appropriately differentiate assessments to determine ELLs knowledge of content. Tecahers learned ways to incorporatae building academic langauge into their daily planing and instruction. Some of the strategies teachers learned were how to use and differentiate AVID strategies in their instruction.
Ms. Guinta, the People Personnel Secretary will store agendas and attendance to make sure Global Studies reaches the CR- Part 154.2 mandates.

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?

At the Brooklyn School for Global Studies, the ESL teacher works closely with the parent coordinator to support and reach out to parents of ELLs. The ENL teacher will contact parents or guardians of ELLs via phone to schedule annual individual meetings (in addition to regularly schedules Parent Teacher Conferences and Parent Information Night). The ENL teacher will arrange for an in-person interpreter or an interpreter via phone conferences (as needed). The ENL teacher will keep a portfolio of student work as well as track assessment data to record and determine a students' language development progress, language proficiency assessment results and students' needs. The ENL teacher will share this data with the parent/guardian of the student and explain how the ENL program at Global Studies will help to support and enrich the child's language acquisition. The ENL teacher will also ask at least two content area teacher (preferably a course in which the child has shown the most improvement in or still struggles with) be part of the meeting with the parent so that the parent/guardian will be informed of their child's progress and needs in that course. We will use the DOE interpretation services.

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.

As of the 2015-2016 school year, the ENL teacher will keep a record for annual individual meetings with ELL parents by maintaining an outreach log in which phone calls made to the parent/guardian to arrange the meeting will be recorded as well as using an agenda of what will be discussed in the meeting that all staff and the parent/guardian will sign. This agenda will be kept in the same binder as the outreach log. We will use the DOE interpretation services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At the beginning of the school year, parents will participate in an Initial Parent Orientation, which offers parents the opportunity to learn about our school and the programs it offers. During this initial meeting, we inform parents of the services mandated by the state that will be provided to their child as well as the three program choices. Parents will be provided with important documentation and information in their home language and will be given the opportunity to ask clarifying questions or express concerns. We will use interpretation services to ensure that all parent voices are heard. An ELL Parent Conference will be conducted in the spring prior to the administration of standardized exams to review strategies parents can use at home to help their child prepare for the exams. This year we will hold parent workshops (bi-monthly) that will encourage parents and guardians to participate and organize school events. The Parent Coordinator will ensure that all event fliers are sent home to parents of ELLs in their preferred language and will also collaborate with the ENL teacher to reach out to parents to ensure they have the opportunity to attend school events. We will use DOE interpretation services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time The Brooklyn School for Global Studies does not partner with other agencies or Community Based Organizations, but it will be a goal for the 2015-2016 school year to identify a program that may be able to provide parents of ELLs with specific workshops and support on campus.
5. How do you evaluate the needs of the parents?

The Parent Coordinator at The Brooklyn School for Global Studies strives to meet the needs of all parents including the parents of ELLs. She consistently does parent outreach in the form of phone calls and mailed information home. She diligently uses the interpretation services to translate documents to be sent home to parents/guardians as well as the conference call interpretation service when reaching out to parents of ELLs. This way she can determine the needs of the parents clearly and efficiently. We will use DOE Interpretation Services. During annual Title I meeting, families fill out surveys indicating workshops they want the school to provide. Surveys are distributed to parents of ELLs in their preferred language. Additionally, the parent coordinator, Ms. Fox mails school newsletter weekly to parents to encourage feedback. Newsletters are mailed to the parents/guardians of ELLs in their preferred language.

Through Parent Teacher Conferences and meeting with parents annually, the ENL teacher evaluates the needs of parents through discussion and a checklist (in the home language) on which parents can express any further support they need from the staff at Global Studies.

6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities address the needs of the parents because it provides parents with the information they need about their child's academic and language acquisition progress. The orientation and conferences will give parents access to information on how to help their child succeed as well as an entry point to receive answers to questions they have about their child's education. Ms. Fox, the parent coordinator, reaches out to parents on a weekly basis and invites them to meet with their child's teachers during the allotted Parent Engagement time on Tuesdays. Ms. Fox uses the DOE inTerpetation Services when necessary.

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: The Brooklyn School for Global

School DBN: 15K429

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)
Dawn Meconi	Principal		10/29/15
Natasha Blakley	Assistant Principal		10/29/15
Cheryl Ann Fox	Parent Coordinator		10/29/15
Kimberly Miller	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: **#INGEST ERROR!**

School Name: **The Brooklyn School for Global Stud**
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.

For current students we use the Adult Preferred Language Report from ATS (RAPL) and for new students we use the DOE Parent/Guardian Home Language Identification Survey (HLIS). We enter parent program preferences on the ELPC screen on ATS. Emergency contacts for students are listed on the blue cards collected in the main office. Report updated regularly with parent language preference.

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.

Parents' preferred language are Spanish, Arabic and Italian.

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.)

Parent teacher conference announcements, Annual ENL Program Parent Meetings, NYS testing dates and directions, Letter from school leadership. We held Family Night on September 30, Parent Teacher Conferences on November 19-20 and March 10-11 and a Family Night May 10.

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.

Parent Teacher Conferences, Curriculum Night, Parent Information Night, Annual ENL Program Parent Meeting. When interpreters are needed, notice will be given two weeks before recorded dates.

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.

The Brooklyn School for Global Studies will use the free interpretation services provided by the DOE to translate school documents when school events and parent conferences are anticipated. A roster of bilingual staff who can be called upon to interpret will be stored.

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.

The Brooklyn School for Global Studies will use over the phone interpreters via the Translation and Interpretation Unit to reach out to parents. If necessary, there are staff on site who speak Spanish who can interpret for parents via phone or in meetings.

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.)

The ENL coordinator will work with the parent coordinator to ensure that staff members are aware of how to reach out to parents using the interpretation services. Staff members will also receive a Language Palm Card. The use of the interpretation cards was discussed during the eptember professional development. Ms. Fox, the parent coordinator ensures that all teachers have access to the interpretation services.

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

The Brooklyn School for Global Studies will distribute the Parent's Bill of Rights at the first PTA meeting and signs will be posted in the guidance suite explaining the use of the translation and interpretation services to fulfill parental notification requirements of Section VII of Chancellor's Regulation A-663.

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)

The Brooklyn School for Global Studies will use the parent survey and parent outreach via telephone to gather feedback from parents on the quality and availability of services.