

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K448

School Name:

BROOKLYN SECONDARY SCHOOL FOR COLLABORATIVE STUDIES

Principal:

PRISCILLA CHAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn School for Collaborative Studies School Number (DBN): 15K448
Grades Served: 6-12
School Address: 610 Henry Street Brooklyn NY 11231
Phone Number: 718 923 4700 Fax: 718 923 4730
School Contact Person: Amanda Boege Email Address: amandab@bcs448.org
Principal: Scill Chan
UFT Chapter Leader: Stephen Simons
Parents' Association President: Meka Nurse
SLT Chairperson: Marilyn Doore
Title I Parent Representative (or Parent Advisory Council Chairperson): Tracey Pinkard
Student Representative(s): Amanda Martin Lawrence
Carol Matos

District Information

District: 15 Superintendent: Kathy Rehfield-Pelles
Superintendent's Office Address: 335 Adams St, Brooklyn, NY 11201
Superintendent's Email Address: krehfield@schools.nyc.gov
Phone Number: _____ Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
Director's Office Address: 335 Adams St, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: (718) 935-5618 Fax: 718-935-5941

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)
Imani Matthews	*Principal or Designee	
Stephen Simons	*UFT Chapter Leader or Designee	
Meka Nurse	*PA/PTA President or Designated Co-President	
Eddie Kelly	DC 37 Representative (staff), if applicable	
Tracey Pinkard	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Amanda Martin-Lawrence	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carol Matos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	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 Collaborative Studies is a comprehensive grades 6 through 12 school located in District 15 in Red Hook/Carroll Gardens in Brooklyn. Our current register is 685 students. We predominantly serve low-income youth of color; the majority of our students (75%, Jan. 2014) are eligible for free or reduced lunch. Our student body is composed of the following subgroups: 56% male and 44% female; 38% African American, 48% Hispanic, 9% Caucasian, 4% Asian and 1% Other. About 34% of our students are students with disabilities (SWD) who have Individual Education Programs (IEP's).

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

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

STRENGTHS: In 2013-2014 BCS received a well developed in our quality review. We were rated Well Developed in Quality Review indicators 1.1, 1.2, 2.2, 1.4, 3.4, 1.3, 3.1, 4.2, and 5.1. According to the review, BCS has a coherent curriculum across grade levels that is aligned to the CCLS and have high levels of student engagement. Additionally, school leaders strategically utilize resources and make informed and effective organizational decisions to support school improvement and promote college and career readiness. This is reflected in our college admissions data. In 2014-2015, BCS received feedback during two PPOs about our progress this school year. Reviewers noted that school leadership purposefully developed a strategic school wide work plan that is aligned to the Expeditionary Learning model and the CEP. The plan has directly informed teacher team agendas and school wide professional development.

NEEDS: In order to continue to grow and develop rigorous instruction and collaborative teachers (and to address the Quality Review indicator 4.1 where we only received proficient and not well developed), BCS needs to deepen the cycles of observation using the Danielson Framework to inform teacher practice, and goals and support teacher development resulting in improved student work. BCS also needs to be explicit about teaching diverse learning needs into consideration when designing learning activities and stating clear expectations for students to talk with each other (not just teacher-student) and build on each other's ideas.

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

Name:	Role:
Scill Chan	Principal/ Upper Grades Director

Amanda Boege	Assistant Principal/ Lower Grades Director
Imani Matthews	Assistant Principal/ Director of Student Affairs and Family Engagement
Beth Mowry	Expeditionary Learning Instructional Guide
Scott Henstrand	Expeditionary Learning Instructional Guide
Taron Williams	Restorative Practices Coordinator
Jose Rivera	Restorative Practices Coordinator
Aurora Kushner	Expeditionary Learning School Designer

15K448 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	687	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	7	# Drama
# Foreign Language	12	# Dance	1	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.9%	% Attendance Rate		90.0%
% Free Lunch	65.5%	% Reduced Lunch		7.6%
% Limited English Proficient	4.9%	% Students with Disabilities		33.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		37.6%
% Hispanic or Latino	48.2%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White	9.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.22
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4		5.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		32.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	68.8%	Mathematics Performance at levels 3 & 4		s
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	67.0%	% of 2nd year students who earned 10+ credits		69.7%
% of 3rd year students who earned 10+ credits	67.8%	4 Year Graduation Rate		90.2%
6 Year Graduation Rate	86.3%			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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		N/A
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			
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.

When students make real world connections to their learning, they are more engaged which leads to higher levels of academic achievement. The real world connections are customized and motivating and aligned to high CCSS standards, where students are actively engaged in ambitious tasks and developing critical thinking skills. Our curriculum is grounded in expeditions and case studies because this work gives students first hand knowledge to make them practitioners in their field and ensure accuracy, integrity and quality in the work they do. They build both academic and character skills, understanding that the work they do matters.

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

After a year of Expeditionary Thursdays, feedback from students and parents was overwhelmingly positive and the staff voted to continue them for the 2015-2016 school year. In our SBO, 95% of staff voted to continue Expeditionary Thursdays this year.

Our strengths in this area:

- Curriculum taught through case study and expedition.
- The support from the staff as evidenced by our SBO vote two years in a row.
- Performance based writing tasks allow students to explore one topic in depth.

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

- Challenges scheduling fieldwork, particularly in the upper grades.
- Need for time to plan effective field work.
- Support for planning fieldwork.

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.

All teachers will plan and implement at least 2 Expeditionary Thursdays including the use of at least one fieldwork experience, that are directly linked to a case study or expedition during the 2015-2016 school year. At least 90% of students who attend the fieldwork experiences will pass the core class because the fieldwork increases motivation and students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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>Teachers (with support from school leaders, instructional guides, department leaders, school designer, etc.) identify a compelling expedition or case Study topic in content area that is aligned with NYS standards and CCSS. Teachers identify a compelling guiding question and big ideas aligned to the expedition/case study.</p> <p>Weekly PD planned by PLT will prioritize expedition planning (Lower grades academic team time provided for expedition planning including planning of expeditionary Thursdays, in Upper grades this will happen in departments).</p> <p>IG coaching lunches will help dept heads support expeditions and case studies in classrooms. Beth/Scott run 2/month.</p>	<p>Instructional staff</p>	<p>Sept 2015- June 2016</p>	<p>EL school designer Aurora works regularly with Scott and Jesse to norm expectations for expeditions and case studies at BCS.</p> <p>Planning with ICT partners.</p> <p>Support with after school Dept PD - led by Dept Heads.</p> <p>Support with fieldwork plans for Expeditionary Thursdays from Instructional Guides and School Designer</p>
<p>Teachers plan fieldwork that has a clear purpose and enriches the expedition or case study. Teachers follow BCS fieldwork protocols and safely plan and implement the fieldwork plan.</p>	<p>Instructional staff</p>	<p>Sept 2015- June 2016</p>	<p>IG's and SD support teachers in finding appropriate fieldwork and experts</p>

<p>LT revises fieldwork protocols in September</p> <p>LT trains staff on protocols in September PD.</p> <p>Amanda, Imani, Scill create a rotation so 1 admin is on fieldwork each week.</p> <p>IG's will create and maintain calendar of Expeditionary Thursdays updated weekly.</p> <p>Academic Teams plan Expeditionary Thursdays weekly and turn key expectations to ET team during Monday PD</p>			<p>Support with after school Dept PD - Dept Heads and Instructional Guides</p> <p>Support with fieldwork plans for Expeditionary Thursdays - Dept Heads and Instructional Guides</p>

Part 4 – 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.										
We have two instructional guides who teach ½ time and coach ½ time. This coaching work is focused on the development of case studies and expeditions. Imbedded within this is the work on Expeditionary Thursdays.										
Expeditionary Learning School Designer, Aurora Kushner meet with the instructional guides as well as teachers to help plan as well.										
Part 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

<p>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.</p> <p>Teacher curriculum maps (APTs) will be reviewed during regular department meetings using the APT Feedback tool and LE Criteria (focus on Case Studies). This data is used to inform PD and targeted coaching by the Leadership Team. Specific feedback is given bi-weekly on fieldwork plans to ensure sound instructional practice and student safety. At the end of the year, data from APTs will be reviewed to analyze where case studies exist across departments/grades to inform work plan for next year. This work will be done at our end of year meeting on May 18th. Teachers submit fieldwork plans to Scill Chan for Upper Grades and Amanda Boege for Lower Grades for review and feedback each week. This ensures that high standards (aligned to CCSS) are set in every classroom, for every fieldwork, and that the fieldwork experience requires critical thinking, is inclusive, and motivating.</p> <p>Data from fieldwork attendance will be monitored every week to ensure that students are participating in the rigorous fieldwork. At the marking period, the attendance data will be correlated with course pass rate to determine</p>
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if at least 90% of students who attend the fieldwork experiences pass the core class because the fieldwork increases motivation and students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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.

As a school we are moving towards full implementation of restorative practices. This year we added a second Restorative Practice Coordinators to help stream line this process and support students and families. Quality support staff help to establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Similarly, our Culture and Character Committee, a representative leadership body composed of teachers, students, school support and administrative staff, has met weekly this year to look at our implementation. We have found that there is a need for more active PD and training to make sure that all staff understand restorative work.

Strengths:

-we scored well developed on Quality Review indicators 1.4 and 3.4 related to school culture and a supportive environment

-we scored

-Weekly CCC mtgs

-Two full time Restorative Practice Coordinators

-Support from Morningside Center

-RPC’s and Support staff trained in Restorative Practices though the DOE.

Needs:

-in our last Learning Environment Survey, 80% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria and 72% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school

-More staff PD

-The creation of a Restorative Practice Center to house this work in within the school

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.

All BCS staff are able to effectively use Restorative Practices to foster positive habits and behaviors. Staff will use the Restorative Discipline Guide to support their implementation of at least one crew circle each week to foster positive habits and behaviors. All staff will facilitate a crew circle at least once a week.

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?
Monthly PD on restorative practices facilitated by RPCs and Leadership Team, based on the Restorative Discipline Guide	Staff	Sept-June	RPCs and Leadership Team
Monthly PD on crew circle facilitation by the Instructional Guides	Staff	Sept-June	IGs and Leadership Team

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.

In terms of human resources, we have budgeted for two full time Restorative Practices Coordinators to implement Restorative Practices at BCS. Additionally through a grant, we are partnered with the Morningside Center and Partnership for Children who provide us with a Young Men’s Initiative Social Worker full time and a part time staff developer from Morningside. We will also align our PD calendar to allow for monthly PD about Restorative Practices. We have also purchased Circle Forward texts for all staff to support with circle templates and scripts.

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

X	Tax Levy	Title I SWP	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	X 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.

In November, January, March, and June, staff will complete an circle survey that reports on the number of circles they have conducted in their crews to date. We will be checking for progress/regularity towards at least one circle per week.

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.

At BCS we work with our PLT and Consultation Committee to develop a PD plan for the year that closely aligns with our yearly goals and meets the needs of our staff and students. We have chosen to devote the majority of our Monday PD time to department meetings. These meetings are run by our department heads but are co-planned during our weekly PLT meetings to ensure that as a school our PD is consistent and well aligned with school-wide goals.

The Spring 2015 SBO vote showed overwhelming faith in the leadership of our department heads and their facilitation of the weekly department meetings.

In the 2014-2015 school year we focused the majority of our department time on the creation of high quality tasks. Teachers worked with Expeditionary Learning protocols to analyze and reflect on the tasks they gave students to complete and on the quality of the final product the student produced.

In 2015-2016 we will be refining that focus to look specifically at high quality writing. The work aligns directly with our Regents Wavier. Starting next year, students in all grades will be expected to write a “PBAT” culminating in their mastery PBAT their junior or senior year. Though the vertical alignment of high quality writing tasks we hope to see student writing and independence improve. Department meetings will be devoted to looking at writing across disciplines.

?True to our school name, our mission is about working together for the success and improvement of our classrooms and schools. Our professional learning calendar is structured to have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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.

All students will produce at least one PBAT (high quality writing task) linked to a case study or expedition in each core class by June 2015.

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>
<p>Teachers will participate in regular moderation studies in department meetings.</p>	<p>Staff</p>	<p>Sept 2015- June 2016</p>	<p>PLT (department heads)</p>
<p>As a school we will use the PBAT rubric for vertical and horizontal alignment of writing tasks. Do do so we will create a learning progression that breaks down the PBAT rubrics for each subject into the skills needed at each grade level.</p>	<p>Staff</p>	<p>Sept 2015- June 2016</p>	<p>Instructional Guides develop learning progression and turn key to PLT for staff.</p>
<p>Calendar out PBATs/roundtables -- within department and grade</p> <p>Teams can look at student work together, after they are mapped, and use these as an interim assessment of sorts - to see progress students make over time</p> <p>Departments look to student work together through --look at external work in the fall in order to name the criteria for HQ writing and then internal work in the spring using QWP to look for patterns of quality</p>	<p>Staff</p>	<p>Sept 2015- June 2016</p>	<p>Departments</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>We have two instructional guides who teach ½ time and coach ½ time. This coaching work is focused on the development of case studies and expeditions that result in high quality student work.</p>
<p>Expeditionary Learning School Designer, Aurora Kushner meet with the instructional guides as well as teachers to help plan instruction that yields high quality student work.</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		Title I SWP	X	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.

With the support of EL, we will conduct a mid-year meeting (the middle year huddle) where we will look closely at the writing tasks developed by teachers and the norming of the writing that has been done as a team. By Jan 2016, at least 50% of the performance-based assessment writing tasks will be completed and student work collected for analysis at the middle year huddle.

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.

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

This transition was successful in the 2014-2015 school year but we want to continue to make sure we reflect and assess our effectiveness as a leadership team. To do so we will continue our weekly leadership team meetings. These include our bi-weekly L3 meetings (just admin), our Instructional Leadership Team (Admin and Instructional Guides), our Restorative Practices Leadership Meetings (admin and Restorative Practice coordinators) and our Pedagogical Leadership Team (Admin, IG’s and Department Heads). Through these meetings we are able to reflect regularly on our goals for the year and continue to work on school improvement.

Strengths:

- "Effective School Leadership" was rated highly on the 2015 Learning Environment Survey (ex. 93% of teachers felt the principal works to create a sense of community in the school, 98% of teachers felt that the principal makes clear to the staff his or her expectations for meeting instructional goals, etc.)

- Experienced leaders with diverse instructional and administrative backgrounds.

- New principal who is familiar with school (7-years as former AP).

- Expeditionary Learning Schools support with new leadership development.

- School-wide routines established for BCS professional meeting norms.

- School-wide email system to facilitate regular communication.

Needs:

- Models/best practices of effective communication formats used in other schools to reach staff, families, and students.

- Routinized practice in sticking to protocols in meetings and having a process observer as a norm.

- Continue to develop feedback loops so that all staff has the opportunity for input.

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.

New leadership team develops norms, protocols and structures to support their work together to set the tone for a healthy school community. SMART GOAL: The "BCS School-Wide Meeting Norms" are used in 100% of new leadership team and staff town hall meetings (LT and PLT) Sept 2015-June 2016. Leadership teams and department meetings will refer to an Expeditionary Learning Core Practice in 100% of meetings Sept-June. New leadership team organizes regular, detailed emails to staff, families, and students sent out weekly Sept-June to set tone for healthy communication in our community.

Part 3 – Action Plan

<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) 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>Uphold and communicate a decision making structure to staff that follows EL core practices and allows for shared leadership. This means that we will develop and use clear feedback loops utilizing the use of the ABCD decision making structure (a tiered decision making protocol that is shared with the staff). To ensure regular open communication, we will hold weekly Leadership Team and Pedagogical Leadership Team meetings, monthly staff town hall meetings, and biweekly L3 meetings.</p>	<p>All staff</p>	<p>Sept 2015- June 2016</p>	<p>L3 (Principal Scill, APs Amanda and Imani) will craft and share leadership roles of Upper Grades Director, Lower Grades Director, Director of Student Affairs and Family Engagement.</p> <p>AP facilitates LT with focus on relational trust and EL core practices 31-38.</p> <p>L3 will create structures for tracking teacher observation, goal setting, and coaching.</p> <p>L3 will revisit decision making A,B,C,D and feedback loops in</p>

			school and make necessary adjustments and publish to staff and use regularly in leadership meetings.
Communicate positively and effectively with school community. We will develop regular and clear communication pathways to staff. This will be done through weekly staff e-mails and monthly full staff meetings. This will also be done through the use of the department heads who will turn key information gathered in our PLT meetings. We will carve out opportunities to promote staff trust building and relationship building and opportunities to celebrate success.	All staff	Sept 2015- June 2016	L3 develops professional norms for all new leadership groups. L3 coordinates weekly staff, family, and student emails. Instructional Guides facilitates creation of norms and purpose of new, larger PLT. Principal facilitates daily run down to norm and share daily priorities.
New leadership teams will continue to engage in self-assessment on Criteria for Effective Leadership Teams to create baseline and then will re-assess in February and June to chart qualitative progress on criteria for Effective Leadership Teams.	Admin	Sept 2015- June 2016	AP as facilitator of LT mtgs will oversee the self assessment.

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.										
We have five instructional teacher leaders. Schedule is designed so that department leaders, lead teachers, instructional guides, and administration can meet twice a week in new leadership teams. Teacher leaders meet with school leaders once a week. Teacher leaders meet on their own once a week.										
School designer SD Aurora assists with use of student and teacher data to drive leadership conversations about instruction and student achievement. SD supports intervisitation and sharing of leadership protocols in the EL network that may be useful. SD gives feedback on PD calendar and facilitates PD as needed. SD gives feedback and praise to leadership teams as necessary. SD supports with PLT mtgs and teacher-leadership development.										
Part 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.
During November, Jan, March, and June, meeting agendas and minutes will be regularly checked by admin to make sure that "BCS Meeting Norms" are being utilized to ensure that 100% of meetings use these norms. After doing self-assessment on <u>Criteria for Leadership Teams</u> , we will set qualitative goals for Feb and Jan about criteria we would

like to delve deeper into. We will routinize the use of professional norms in meetings and having a process observer in new leadership team meetings and staff town halls by November. We will do check ins about the decision making process in Feb during our annual Mid-Year Huddle and review notes from process observers captured in new leadership team minutes. We will develop a mid-year feedback form for staff to collect feedback and suggestions about methods of communication and clarity of new leadership roles.

Part 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

- 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.

In the NYC School Survey 2013-2014 Report, 98% of our parents responded that the school makes them feel welcome. Parents also responded favorably to the question of the school’s responsiveness to parent feedback with 96% answering that school is quite responsive to parent feedback. Moreover, over 94% of the parents either strongly agreed or agreed with the statement that they would recommend BCS to other parents. These responses painted a portrait of a strong parent connection to the school. Nevertheless, the same survey results revealed that 44% of parents had never attended a Parent Association/Parent Teacher Association (PA/PTA) meeting, with another 28% only attended between 1-2 times. Last year, we had 58% of our families attend Student-Led Conferences (SLCs) in March. This year, we would like to increase participation to at least 65% participation in our SLCs by spring.

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

To combat that, this past year we added Imani Matthews on as the AP of Student Engagement and Family Affairs. She has worked closely with our Parent Coordinator to develop additional opportunities for parent participation. These initiatives included adding parent workshops to the PTA meetings, holding parent events at local community centers such as the Red Hook Initiative and hosting a three part family literact series called Reading in the Round.

Strengths:

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

Needs:

- Increased participation by families in Student-Led Conferences.
- More active involvement in the PTA.
- Continue to expand the variety of ways parents can become involved in BCS.

Part 2 – Annual Goal

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

To increase parent attendance by 10% from the spring 2015 Student-Led Conference to the Spring 2016 SLC.

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:	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?
<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. 			
Track attendance at Fall SLCs to see if there is increase from Spring 2015 SLCs	Families	Nov 2015	Crew leaders contact parents
At least 3 weeks prior to the SLCs, Crew leaders will make initial contact by phone to their individual crew families to schedule a meeting for their child's SLC. If crew leaders need a translator, they will indicate provide this information to the parent coordinator who will secure translation services, both on-site and/or through the DOE. She will compile the request of translation information on an excel spreadsheet.School leaders will include announcements about the SLCs in the weekly family emails as well as post them on the school's website. Announcements will be made at least 1 month before the scheduled SLCs. Dates for the SLCs are included on the school calendar at the beginning of the school year.	Families	Feb-Mar 2016	School leaders will do PR for SLCs
Parent coordinator will assist crew leaders in their outreach of hard to reach families (e.g. wrong numbers, LTAs, etc.). She will also do additional PR by sending out robocalls and providing crew leaders with fliers for their students to take home.	Families	February 24th - March 26th	Parent coordinator assists crew leaders
Post-SLCs, crew leaders will continue to reach out to set up meetings with parents who were unable to meet during the	Families	March 26th - end of year	Crew leaders, with parent coordinator assistance, do

scheduled days. Parent coordinator will provide crew leaders with any necessary support to schedule these meetings.			follow up outreach to crew families
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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.											
Crew leaders will work with our school secretary to get the most updated parent contact information . Our parent coordinator works to reach parents we have trouble getting in touch with. She will also coordinate multiple forms of outreach (robo call, fliers, texts, phone calls, etc.) and attendance recording documents for SLCs.											
AP will align school calendar and develop SLC materials for crew leaders.											
We will use staff as translators as well as translation services to reach families who don't speak English.											
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	X	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.											
We expect a 5% increase in SLC participation in our Nov 2015 conferences.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.
<p>We hire staff by a committee comprised of a diverse group of staff members and school leaders through a rigorous multi-phase process, including the following: a) reading through resumes and screening for candidates whose experience best complements our school's mission and vision; b) formally interviewing candidates; c) requesting an on-demand writing sample that focuses on the candidate's understanding of the BCS Core Values and the requirements for being a successful Crew (advisor) leader to a group of 15 secondary school students; d) requesting and assessing the candidate's demo-lesson and sample unit plans.</p> <p>We support and retain our teachers through providing ongoing in-house professional development that is aligned with the Danielson Framework and Expeditionary Learning (EL)-- led by veteran teacher-leaders---which includes the following: a) weekly department meeting to enrich teacher curricular content, instruction, pedagogy, and assessment; b) bi-weekly grade level and crew (advisory) meetings to enhance horizontal curricular alignment and strengthen teacher support of adolescent development. The school leadership also leads the entire staff in professional development workshop at least once every other month.</p> <p>We provide our first & second year teachers as well as teachers new to BCS and the DOE with a formal mentor who regularly meets with them to support their transition, acclimation, and professional growth. Our new teachers also participate every other week in group meetings facilitated by our Instructional Guides who provide ongoing professional development in areas including expeditionary learning pedagogy and practice, curriculum planning, Student-Led Conferences, BCS community, best classroom practices, observations, and classroom management.</p> <p>Our Department Leaders and two Instructional Guides deliver professional enrichment to the whole staff through providing ongoing non-evaluative observations and feedback.</p> <p>As a PROSE school, school leaders encourage and support teacher inter-visitation to provide professional development and feedback for teachers.</p> <p>Our Instructional Leadership Team, which includes both Instructional Guides and the three school leaders uses data provided by staff: 1. preference sheets 2. knowledge of their curricular and pedagogical strengths 3. areas of growth to make assignment decisions.</p>

We inform, encourage, and support all our staff in regularly participating in on site and off site professional development through our partnerships with Teachers College Reading & Writing Project, Expeditionary Learning, and Urban Advantage. Our staff also take advantage of professional development opportunities provided by Network 102/113 and NYC DOE.

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).

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

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

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

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

We will reconvene this committee in the fall 2015 to assess and adjust the MOSL as needed.

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	454,100.00	x	

Title II, Part A	Federal	0	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	4,672,019.00	x	

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)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

- Students in our Saturday class will be engaged in a variety of literature-based writing activities and interactive learning tasks to help them interact with a variety of texts. ELLs will also be given explicit instruction in English grammar with ample opportunities to engage in both narrative and expository writing. All instruction will support and correspond to ELLs' ages and grade levels. Our 6th graders, for example, will receive support in writing narrative and literary essays aligned with CCSS RL6.1, RL6.2, RL6.6 and W6.1. Our five high school ELLs will receive support deepening the level of their writing in preparation for the PBATs in English, Math, History and Science, as well as the English Regents. Our Saturday program will also meet the needs of our ELL-SWD students through inquiry-based curriculum using hands-on materials. Because our Saturday class consists of a diverse learning community, our instruction needs to be differentiated. Our ELL students speak different language and have different interests, cultural backgrounds, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process and products. By making individual student needs assessments, creating plans that focus on literacy and math and providing differentiation of instruction using grade appropriate instructional support and access to native language materials, our Saturday program will be successful in meeting its goal.

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: _

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

Second Language Acquisition 9/22/14

Language and Content Objectives for ELLs 9/29/14

Scaffolding for ELLs 10/20/14

Academic Vocabulary Development for ELLs 11/3/14

Differentiating Instruction for ELLs 12/8/14

Looking at the Writing of ELLs 1/12/15

Understanding the NYSESLAT 2/9/15

Assessment Regulations for ELLs 3/16/15

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Part D: Parental Engagement Activities

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

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

Begin description here: _

To further extend good learning practices at home for our ELLs, we will offer four 2 hour classes to parents of ELLs during the spring. These classes will take place on Wednesday evenings from 6-8 pm on 3/25/14, 4/1/15, 4/22/15 and 5/6/15. In these workshops, provided by our New York State licensed ESL teacher, Michele Rayvid, parents will receive Rosetta Stone access and training to augment their

Part D: Parental Engagement Activities

acquisition of English. In addition, parents will obtain information on topics of interest regarding the education of their ELL children, including the following: [Accessing Resources for ELL Families in the Community, Standards and Assessment, Homework Help and Supporting Your Child's Learning](#). We anticipate that 20 parents will attend these evening events. Furthermore, our ESL teacher will provide translated information to parents. Families will be notified of all these activities through translated flyers that will be sent home with students.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 448
School Name B'klyn School for Collaborative 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 Scill Chan	Assistant Principal Amanda Boege;
Coach Beth Mowry	Coach Scott Henstrand
ENL (English as a New Language)/Bilingual Teacher Michele Rayvid	School Counselor Deb Rothenberg
Teacher/Subject Area Magen Rodriguez/Spanish	Parent Moises Vaval
Teacher/Subject Area Jacques Hoffman/Spanish	Parent Coordinator Tracey Pinkard
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Kathy Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	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	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	699	Total number of ELLs	44	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 checked="" 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"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): #INGEST ERROR!
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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											44	12	19	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	0	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	16
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE							0			0
DL							0	12	1	0
ENL	16	2	5	16	0	12	44	12	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	0	0	0
TOTAL	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	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic		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																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE —																0	0			0	0
SELECT ONE —																0	0	0	0	0	0
TOTAL	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		0	0
SELECT ONE —						0	0		0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE _____						0	0	0	0	0	0
TOTAL	0	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: _____

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				9	13	5	2	4	1	1	35			0
Chinese											0			0
Russian											0			0
Bengali											0			0
Urdu											0			0
Arabic				1							1			0
Haitian				1				1	1		3			0
French									1		1			0
Korean											0			0
Punjabi											0			0
Polish											0			0
Albanian				1							1			0
Other				2			1				3	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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)					2	1	1	0	0	0	4			0
Emerging (Low Intermediate)					2	3	0	0	0	1	6			0

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Transitioning (High Intermediate)					1	2	1	1	1	0	6			0
Expanding (Advanced)				4	7	7	2	3	4	1	28			0
Commanding (Proficient)				2	0	0	0	0	0	0	2	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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	1	2	2	0	0	0	7			0

NYS ELA

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

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4						0			0
8						0			0
NYSAA Bilingual (SWD)						0	6		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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government		PBAT (SS)	2	
Other <u>2</u>		PBAT	1	
Other <u>1</u>				
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						BCS uses both the TCRWP and the Bader Reading and Language Assessment Inventory	According to the results of the NYSITELL and NYSESAT, our ELLs have shown	Utilizing the AMAO tool, we are better able to make predictions and ultimately

						<p>to assess the literacy skills of our ELLs. The data obtained from these assessments is used as a valuable tool for collecting and recording information about a child's oral reading and comprehension. This helps inform our school's instructional plan by giving us valuable categories of information to place students in groups and to plan for individual, small group and whole class literacy instruction. Data reveals that our ELLs struggle in reading comprehension, especially with main idea and inferential type</p>	<p>consistent growth in English proficiency, especially in their speaking and listening skills. More than half of our ELLs are presently in the advanced level of English proficiency. There are presently only three Beginning ELLs at our school, in grades 7, 8 and 9. Despite the fact that our 8th grade Beginning ELL has severe learning disabilities, she has made steady progress in reading and writing. Furthermore, our two former 6th grade Newcomers last year have moved up to the</p>	<p>plan appropriate language intervention strategies for our ELLs. In past years, however, patterns across NYSESLAT modalities as well as AMAOs affected instructional decisions, as BCS teachers were able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts based on the NYSESLAT levels of their students and the measurable gains that ELLs made on their New York State testing. Our classroom teachers are extremely knowledg</p>
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						<p>questions. Furthermore, we have gleaned that most of our ELLs, in fact, have come to us with functional language in English, but lack conceptual skills in their native language. This presents significant challenges, as the linguistic abilities of our ELLs do not often match the needs of the classroom. We have found that our ELLs do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their second language.</p>	<p>Low Intermediate level. This is especially remarkable since one spoke absolutely no English last year and the other could barely converse in English. Additionally, BCS has two 8th grade Low Intermediate classes. One of them is a SWDs. Our 12th grade Low Intermediate ELL is also a SWDs.</p>	<p>eable about the performance of each of their ELLs and understand that every content lesson they teach is, indeed, a language lesson for ELLs in their classroom. With that in mind, teachers write lesson plans containing language goals as well as content goals. Furthermore, our teachers continue to put an emphasis on the teaching of reading and writing in order to help our ELLs meet the Common Core State Standards. Teachers devote a great deal of time modeling the strategies that</p>
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						<p>Yet, as the demands of the curriculum increase, beginning in middle school, our ELLs often struggle with the abstract academic language used in the classroom. Recognizing the stages of language acquisition that our ELLs go through, pre-production, speech emergence, intermediate level and advanced fluency, BCS teachers are able to align expectations with the appropriate stage of language acquisition. Additionally, our teachers recognize that, in the best of circumstances, acquiring academic language requires</p>		<p>strong readers need. Furthermore, students are immersed in rich literature discussions, as well as hands-on-experiences, giving ELL students, in particular, opportunities to examine ideas and thinking about narrative, expository and poetic texts. All our classroom teachers differentiate instruction for ELLs.</p>
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						three to five years of instruction. That is why it is very difficult to move our ELLs from Performance Levels 1 and 2.		
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After reviewing and analyzing the assessment data, answer the following:

1. 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.
 Since 85% of BCS students, including ELLs, opted out of ELA and Math exams this year, it is difficult to analyze patterns across performance levels and grades. However, in prior year, patterns across proficiencies and grades revealed that our ELLs with disabilities struggled to perform well on the ELA and Math exams, especially our long-term middle school ELL SWDs. Also, after analyzing scores of our ELLs in grades 6-8 from prior years, we noticed that our ELLs face linguistic challenges in expository writing. In order to increase teacher capacity and quality, we have stepped up our professional development and support for ELA teachers through our affiliation with Expeditionary Learning, the Teachers College Reading and Writing Project and Teaching Residents at Teachers College. In the area of mathematics, BCS strives to ensure that ELL data is analyzed and teachers are well informed as to the performance of our ELLs. Our High School Director works closely with math teachers to provide rigorous instruction to our ELLs and assist in providing concepts and academic vocabulary related to math. Targeted small group intervention in math takes place throughout the day and after school. Math teachers are encouraged to take advantage of professional development focusing around the delivery of instruction to ELLs. Furthermore, analysis of the results of our diagnostic formative and summative assessments helps BCS school leadership and teachers target areas of our curriculum and instruction that need improvement. As a member of the New York Performance Assessment Consortium, we use formative DYO Assessment designed with the support of our partner, the Center for Inquiry. Our English Language Arts department leader is responsible for staying abreast of the Common Core Learning Standards for English Language Arts and for working with teachers to understand and utilize these standards in designing curriculum and assessment.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our entire school uses data from our ongoing informal assessments to guide instruction for ELLs within the Response to Intervention framework. We all engage in end of unit assessments from the core curriculum, leveled running records, orthographic assessments and anecdotal notes. RTI navigates our entire school improvement process for all learners in order to reduce the number of students who experience academic and behavior obstacles. As a school, our teachers work together within the RTI instructional model to engage in ongoing informal assessments and monitoring that identify at-risk-learners. We provide appropriate academic intervention support for those students who are struggling with both academic and behavioral issues. We focus on what students can achieve and search ways to personalize instruction for all our learners, including ELLs.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our teachers make sure that a child's second language development is considered in instructional decisions. Our teachers have received PD in the stages of language development, pre-production, early production, speech emergence, intermediate fluency and advanced fluency, and they can match the stage of their ELLs with realistic academic expectations. Furthermore, our teachers understand that acquiring academic language in English can take five to seven years for an English language learner. Acquisition of social English, on the other hand, takes one to three years. Based on the research of Krashen and Terrell, our teachers understand how to level questions to match the language acquisition stages of their students. Our classroom teachers use these leveled questions in all the content areas, promoting student involvement and progress.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

N/A

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*.]

Our ELLs continue to make substantial gains on the New York State English as a Second Language Achievement Test, greatly exceeding New York State passing rates. Although Brooklyn School for Collaborative Studies has an unusually small population of English language learners, we pride ourselves in the rigor of our ELL support. Our students continue to transition out of our program rapidly and meet the high standards set for all students.

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

Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. When a student is first admitted to Brooklyn School for Collaborative Studies, parents are required to fill out a Home Language Identification Survey (HLIS). This enables trained school staff to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal oral interview is held with the family in the native language, administered by our New York State licensed ENL teacher with the assistance of one of our many dual language staff members, trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered by our NYS certified ENL teacher, Michele Rayvid, to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish to children whose native language is Spanish by our NYS certified Spanish teachers, Jacques Hoffman and Megan Rodriguez. Our NYS certified ENL teacher administers all our formal initial assessments, the NYSITELL at the beginning of the year and much of the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ENL services.

7. For dual language programs, answer the following:

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

SIFE students are identified within 30 days of enrollment by our initial parent interview, our HLIS questionnaire, an additional SIFE questionnaire as well as student work. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, our ENL teacher administers the Literacy Evaluation for Newcomer SIFE (LENS).

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

The identification for newly enrolled students with IEPs is a detailed process based on the determination of our Language Proficiency Team. Our LPT is comprised of two Assistant Principals Amanda Boege and Imani Matthews, our New York State licensed ENL teacher, Michele Rayvid, our IEP Coordinator, Tracey Pinkard, and the student's parent or guardian. SIFE students are identified within 30 days of enrollment by our initial parent interview, our HLIS questionnaire, an additional SIFE questionnaire as well as student work. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, our ENL teacher administers the Literacy Evaluation for Newcomer SIFE (LENS). A qualified interpreter or translator is always present at each LPT meeting. The LPT determines whether the student should take the NYSITELL based on many factors including the student's history of language, results of the individual evaluation in the student's home language and information provided by the Committee on Special Education whether the student's disability is the determining factor affecting whether the student can demonstrate English proficiency. Based on the many pieces of evidence, the LPT makes a decision as to whether the student may have second language acquisition needs or whether the student's disability is the primary factor affecting demonstration of English proficiency. ENL placement is finalized within 10 days of an ENL's admission into the school; during this time, the NYSITELL exam is also administered. Furthermore, parents have 20 days to accept or reject the LPT recommendation.

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.

BCS ensures that entitlement and non-entitlement parent notifications are distributed within five school days after the NYSITELL is scanned and the score is determined. These notifications are sent home in student backpacks in the parents' preferred language. Additionally, our Parent Coordinator contacts parents and guardians by phone and/or email to inform them of student entitlement/non entitlement, in the parents' preferred 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).
Our ENL teacher and our Parent Coordinator manage re-identification of ELL status for those few student who have previously undergone the ELL Identification Process. A translated letter is sent home to parents informing them of the new re-identification process; copies of these letters are then filed in the file cabinets in the main office. Parents and students over 18 are notified that have the right to appeal ELL status within 45 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Parents of newly enrolled students at BCS are involved in all aspects of decisions affecting their child's education. Once a student has been identified as an English language learner, parents are notified in writing of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator with the assistance of our ENL teacher. During the orientation, parents are provided information on Standards, curriculum and assessments. Parents also view the Parent Orientation video in their native language as well as receive translated materials about the three program options - Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are given the opportunity to ask questions and speak to our bilingual staff. At the end of the orientation, our school provides parents with a Parent Survey & Program Selection Form in the parents' preferred language and parents indicate their program choice for their child and parents make a final decision within 10 days. When a parent survey is not returned, the default placement is bilingual education.
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.
At the end of the mandated parent orientation, school staff collects the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator reaches out to families by phone and email to ensure all forms are returned within five school calendar days and properly stored in the main office file cabinet. She documents and includes attempts to gather this initial parent selection preference form. If a form is not returned within 5 school calendar days, the default program for ELLs is Transitional Bilingual Education as per CR Part 154-2. Within ten days of enrollment, ELLs are placed in the appropriate program. If a parent's program choice is not currently available in our school, we inform the parent that the selection is not available at BCS, we provide the parent with the options to either keep the student in our school or have them transferred to a school with the desired program. Lastly, we maintain a record of the parents' response.
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).
Our Parent Coordinator, Tracey Pinkard, keeps detailed records of all Parent Survey and Program Selection forms. She reaches out to families by phone and email to ensure that all forms are returned within 5 school calendar days.
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.
Placement parent notification letters are distributed via student backpacks. Our Parent Coordinator also reaches out to families by phone and email in the parents' preferred language.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our school stores the ELL Folder of Critical Documents in the main office. This folder includes the Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement/Non Entitlement Letter, Continued Entitlement Letter, in the parent's preferred language, as well as anecdotal notes for each English language learner. Our pupil accounting secretary, with the assistance of the parent coordinator and the ENL teacher are responsible for maintaining records. By extension, administrators, teachers, and parents of ELLs have access to this documentation at all times.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
After identifying the eligible ELLs through the RLER and RLAT reports in ATS, our NYS licensed ENL teacher, Michele Rayvid, and our Test Coordinator, Alex Caputo, work together to plan the NYSELAT testing schedule and distribution of parental letters to inform families of this upcoming assessment. Teachers who administer and score the speaking and writing sections of the NYSELAT attend a training sessions held by the DOE. Our ELLs are tested on four separate days in separate grade levels. On the first day, the speaking assessment is administered by our Testing Coordinator and trained ELA staff. On the 2nd testing day, the listening section of the NYSELAT is administered. On the 3rd day of testing, the reading section of the NYSELAT is administered. On the 4th day, the writing section of the NYSELAT is administered. All make-ups are completed within the mandated time frame.
9. Describe how your school ensures that placement parent notification letters are distributed.

Our ENL teacher and our Parent Coordinator work together to ensure that continued entitlement and transitional parent notification letters are distributed to parents of students who continue to be entitled to ELL services based on NYSESLAT results. Letters are sent to parents in their preferred language at the beginning of the school year, before September 15th.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, BCS offers a Freestanding ENL program with 100% of instruction in English. This has been the trend in program choice for the past few years. This program model is aligned with parental requests. In both 2014 and 2015, 100% of ELL parents have requested Freestanding ESL for their children. We will build alignment between parent choice and program offerings by continuing to self monitor in order to honor parental requests.
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.
ELL instruction in our freestanding English as a New Language program at BCS is organized through both Integrated and Stand-Alone ENL in grades six through twelve. Whenever possible, ELL students are heterogeneously placed in one ELA class on a grade so that our ENL teacher and our ELA teacher can provide Integrated instruction to support academic language learning and collaborate on writing specific language goals as well as content goals for our ELLs. If there are ELLs needing an Integrated Collaborative Team Teaching placement, we also try to program our ELLs together so that our ESL teacher can support these students in an Integrated ENL class. Because our ELL population is so small, we are able to arrange schedules so that ELLs are serviced within their ELA classroom or pulled out to the ENL room.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
N/A
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).
N/A

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.
Our ENL scheduling allows us to meet the linguistic needs of all our 44 ELLs and to comply with Part 154 mandates. Thus, in grades 6-8, beginners and low intermediates receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA per week. Intermediate ELLs receive 90 minutes of standalone ENL and 90 minutes of integrated ENL/ELA per week. Advanced ELLs receive 180 minutes of integrated ENL/ELA instruction per week and our proficient ELLs receive 90 minutes of integrated ENL/ELA instruction per week for two years after they achieve proficiency. In grades 9-12, beginners receive 180 minutes of standalone ENL and 360 minutes of integrated ENL/ELA instruction per week. Low intermediates receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA per week. Advanced ELLs receive 180 minutes of integrated ENL/ELA instruction per week and our proficient ELL receive 90 minutes of integrated ENL/ELA instruction per week for two years after proficiency. Because of ELL population is small, the number of instructional minutes our ELL students are receiving is easily monitored by our Principal, our two Assistant Principals and our Parent Coordinator.
 - b. TBE program. *If applicable.*
Our ENL teacher works with our staff to support scaffolded classroom learning in content areas and differentiated instruction for our ELLs. Our Balanced Literacy approach follows the workshop model of Teachers College, which includes active engagement time for students to independently practice what they have learned during the mini-lesson. This rigorous standards-based instruction that meets the demands of the Common Core Learning Standards utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Furthermore, all our ELLs are provided

with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. In addition, our students experience the following consistent common teaching practices in all academic classrooms including the content area: explicit learning targets, research-based comprehensive strategies and discussion protocols for engaging in accountable talk. We believe that when ELLs are given appropriate school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers and that adolescents learn best when skills are embedded in big investigations of real-world problems. We design rigorous inquiry-based curriculum, resulting in students using real-world tools for discovery, analysis and expression of their learning. Technology and the arts are essential to our mission. Because we are an Expeditionary Learning (EL) School, structure and focus for our work comes out of EL's five core practices, Active Pedagogy, Learning Expositions, Culture and Character, Structures and School Leadership and Improvement. Our teachers work together in teams to design interdisciplinary curriculum, plan experiences to make sure we know our students well and support their growth in character as well as academic skills, and to carry out our school's transition to a Performance Based Assessment (PBAT) system, as we are a Regents-exempt school. Our status as an EL school helps us to maintain coherent vision and continuous school improvement during a time of extremely dynamic growth and change for our school.

c. DL program. *If applicable.*

All entering Spanish-speaking ELLs are administered the Language Assessment Battery in Spanish when they first enter our school. Our New York certified Spanish teacher, Jacques Hoffman, administers this formal assessment. Because we are a DYO school, with a diverse population of Spanish, French, Cantonese and Arabic speaking staff, we are able to devise our own formal assessments to appropriately evaluate ELLs in their their own native languages.

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)?

Because we have such a small ELL population, it is easy to appropriately evaluate our students in all four modalities of English acquisition and keep records of student progress. Ongoing daily assessments in speaking include having students paraphrase text, expressing an opinion, and reporting their partner's ideas to the class. Likewise weekly listening assessments include read-alouds and intermittent checks for comprehension. We assess reading daily by having students retell the story and answer comprehension questions; for the lower levels, creating a story map and identifying elements such as character, setting, problem and solution, are other methods. Weekly writing assessments include narrative, descriptive, argumentative, and literature responses. Our ENL teacher keeps detailed charts and records of these informal assessments, including anecdotal notes.

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.

Because BCS is a diverse learning community, our instruction needs to be differentiated. Our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process, and products. Instruction for our three ELL SIFE students has been especially challenging. By making an individualized student needs assessment, creating an AIS plan that focuses on literacy and math and providing differentiation of instruction using grade appropriate instructional support and intensive native language support, these ELL SIFE students are achieving success. Similarly, BCS has a plan for ELLs in United States schools for less than 3 years. These Newcomers are welcomed into our school and made to feel comfortable and secure. Our buddy system pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our Newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our Newcomers. Newcomers are also encouraged to attend our afterschool YMCA program and make social connections. Additionally, to prepare for the NYS ELA exam, our Newcomers are given individualized needs assessments, with an AIS plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLs receiving service 4 to 6 years involves intensive daily academic support for 50 minutes during lunch. Our Transitional Student Support plan ensures that ELLs who pass the NYSESLAT receive testing accommodations and ELL support for two years. Our plan for our Long Term ELLs involves creating individual needs assessments and creating an AIS plan that focuses on literacy and math. Our plan for former ELLs involves ELL support and testing accommodations for two years after existing ELL status, as per CR Part 154.2. All ELLs and Former ELLs (who have passed the NYSELAT within the past two years) receive testing accommodations in the form of additional time, use of word-to-word bilingual dictionaries, and separate testing space, if necessary.

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

Within 6 to 12 months after the re-identifications has been established, our principal reviews the re-identification process decision with qualified staff members to ensure that the student's academic progress has not been adversely affected by the determination. If the principal, based on the recommendations of qualified staff and consultation with the parent or guardian, believes that the student may have been adversely affected by the determination, the principal provides additional support

services to the student and may reverse the determination within this same 6 to 12 month period pending consultation with the superintendent. In order to ensure academic progress, students are provided with an academic plan and regularly conferred. Between 6 and 12 months, our principal reviews the Re-identification Process decision and ensures the student's academic progress has not been negatively affected by the determination.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. To maximize time spent with non-disabled peers, our ELL-SWDs participate in flexible ICT settings. Furthermore, one of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Integrative Collaborative Team Teaching Program. We began with one 6th grade ICT class more than ten years ago, and slowly expanded the program so that there are many more ICT classes in grades 6-12. All students, including ELLs, who need more continuous support than they receive in SETTs, now have an appropriate supportive classroom placement in our school. With many more ICT classes, and numerous general education students receiving SETTs, speech/language support or occupational therapy support, we now have a larger number of ELL-SWDs. This year, nineteen out of our forty four ELLs have their own Individual Educational Plans, reflecting their individual needs and goals. Our plan for these students has been collaboration between the ENL teacher, the classroom teachers and the IEP teacher to ensure that all our ELL-SWDs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong AIS structure. Our inquiry team has been studying the needs of our struggling math students, looking closely at students with IEPs who have lost ground in the past year. By understanding the challenges these students face, we believe we can help all our math students, including our ELLs.

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.

BCS has comprehensive Academic Intervention program for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services. BCS has daily crew/advisory, which focuses on academic support skills, including a heavy emphasis on reading assessment and raising reading levels through sustained silent reading. All students receive scaffolded reading support for independent reading from a teacher who documents their reading growth, as well as native language support. Furthermore, our school encourages struggling students to seek after school small group academic support. During school vacations, we run academic programs, for example focusing on writing a research position paper for the social studies performance-based assessment (PBAT). Additionally, teachers offer academic support during the school day and after school. In the area of mathematics, BCS offers Extended Day Math and Math Peer Tutoring to small groups of students, including ELLs and transitional ELLs. Moreover, we have a program of selectives, in which all students, including ELLs, choose from a variety of

Chart classes that provide enrichment and acceleration, particularly in the areas of technology, math, science and the arts. Credit recovery classes are also offered in lowered class size during the school day.

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?

Our current program is very effective. According to our ongoing informal assessments, ELLs at BCS are making gains in literacy, math, science and social studies. Many of our top academic students are ELLs. Furthermore, our ELLs continue to make substantial gains on the NYSESLAT, especially on the speaking and listening sections. Teachers are made aware of the needs of our ELLs through weekly conferencing.

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

For the upcoming school year, conversational English classes for Newcomers and English Regents prep for ELLs will be considered. We are also considering beginning a dual language program at our school in the near future.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

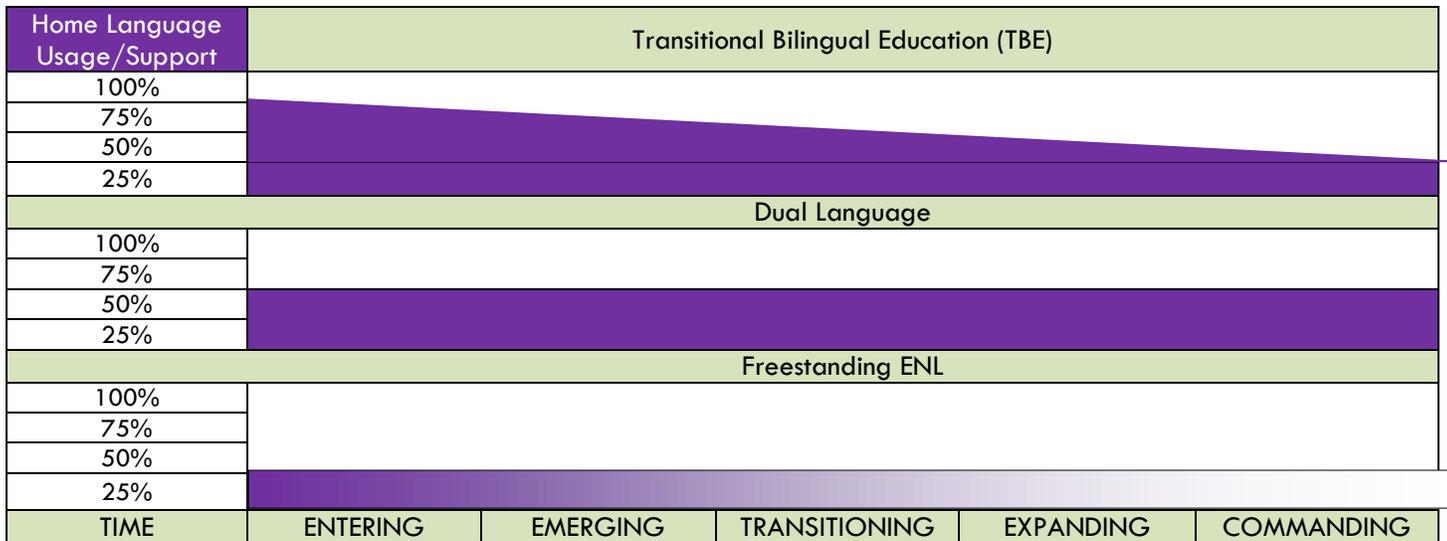


*Note: “other approved services” does not apply to New York City at this time.

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.
There are no programs for ELLs that will be discontinued.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELLs are afforded equal access to all school programs, both curricular and extracurricular. All students, including ELLs, are invited to participate in our extensive after school academic support such as small group tutorials in math, science, English language arts and social studies. Furthermore, targeted instruction in English Regents prep, PBAT support as well as ELA and Math test prep is offered to all students, including ELLs. Additionally, ELLs can participate in academic support during lunch and during school vacations. Our enrichment classes and our recovery credit programs are also open to all ELLs. Moreover, ELLs comprise a large percentage of our extracurricular Robotics Club. Our ELLs also participate in our vigorous Vocational Internship Program which links them to opportunities in their fields of interest.
12. What new programs or improvements will be considered for the upcoming school year?
The materials used in our Freestanding ENL program are aligned to the Common Core Learning Standards. This includes the use of high interest non-fiction texts and primary sources. Materials include native language sources and instructional technology to support both English and the mother tongue of our English language learners. As part of our academic day, newly enrolled ELL students receive native language support and instruction from our large bilingual staff. Recognizing that reading and writing in the native language supports the acquisition of English and that concepts learned in the native language strengthen language acquisition in English, BCS has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. In addition, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, concept maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, rubrics, student work and charts modeling correct language usage. Moreover, BCS maintains a state of the art computer lab and computers and smart boards are distributed in most classrooms throughout the school.
13. What programs/services for ELLs will be discontinued and why?
Because educators at BCS recognize that a child's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Additionally, the Spanish language and Latino culture are important parts of the school-wide curriculum and we take great pride in our yearly Latin Family Dance Party.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All required services support and correspond to ELLs' ages and grade levels and best suited to their cognitive needs. In the 6th grade, for example, ELLs receive support in writing narrative and literary essays aligned with CCSS RL 6.1, RL6.2, RL6.6 and W6.1. At the high school level, ELLs receive support in deepening the level of their writing in preparation for their PBATs in English, Math, History and Science as well as the English Regents.
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.
Brooklyn School for Collaborative Studies offers ELLs and their families many opportunities to ease the transition into our school. During the month of May, incoming students and their families attend orientation, meet our staff and visit our classrooms. In addition, our New Families Picnic, held at the end of the summer in Prospect Park, enables new students, including ELLs, another opportunity to meet our staff and get to know other children who will soon be attending school. During the summer, classroom teachers welcome all of their new students with an introductory letter and school packet. These materials are translated into the home language of our new students. Furthermore, on the first day of school, BCS holds parent orientations. To meet the needs of parents of ELLs in their native language, we provide oral interpretation and translation services at all our activities, with the assistance of our Language Access Coordinator, our dual language staff members, Jacques Hoffman and Megan Rodriguez, as well as dual-language volunteers from our active parent body and community.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Spanish language electives and sign language are offered to all students, including ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
N/A

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).

Professional development, provided by school staff, is a high priority at Brooklyn School for Collaborative Studies. Our ENL Teacher has recently attended a series of Differentiating Instruction for Language Development workshops at Bank Street College Graduate School of Education as well as workshops at Teachers College. In the recent past, she has also attended TC Calendar Days, Quality Teaching English Learners (QTEL) Workshops as well as Wilson Reading Program training. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Monday afternoon staff meetings, we continue to offer additional inquiry opportunities with a focus on support for ELLs in meeting Common Core Learning Standards. Furthermore, since our school embraces Expeditionary Learning, our entire staff engages in Expeditionary Learning PD sessions throughout the school year and ultimately ensures that all staff members are afforded opportunities for PD in accordance with the new CR 154.2.

19. What language electives are offered to ELLs?

To assist our ENL teacher in supporting ELLs as they engage in the Common Core Learning Standards, our ENL teacher attends the Bank Street Language Series as well as Teachers College Calendar Days. Furthermore, she attends monthly PD at our Network that revolves around the Common Core Learning Standards and ELLs.

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)?

At our weekly Monday staff meetings, our Guidance Counselors and College Advisor provide staff with information about local high schools and colleges that specifically service ELLs as they transition from middle school to high school and from high school to college. This approach to curriculum ensures that all students, including ELLs, have access to college preparatory opportunities.

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.)
Our ENL Teacher, in collaboration with our Middle School Director, licensed in ENL, and our Cantonese-speaking High School Director, trained in QTEL, provides professional development, including the minimum hours of ELL training for our administrators and staff in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating language instruction for our English language learners. Non-ENL teachers, paraprofessionals, School Based Support Team, our guidance counselors and our speech therapists also attend the training. As a community, we examine our curriculum maps and learning targets and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs. Our staff well understands that for ELLs, every lesson is a language lesson as well as a content lesson. Our Principal and our two Assistant Principals take attendance for all professional development activities as well as provide agendas in order to maintain records.
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?
Each year, in addition to initial parent orientations, parent-teacher conferences and grade level breakfasts, our ENL teacher meets individually with the parents or guardians of all English language learners. At this annual meeting, many topics are discussed including goals of the ENL program, language development process, language proficiency assessment results and language development needs in all content areas. Interpretation and translation is provided as needed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All ELL-related documents are kept in the student's cumulative record for annual individual meetings with ELL parents. Our Parent Coordinator and our ENL teacher work together to reach out to families in person, by phone and email, in their preferred languages, to ensure parent needs are accommodated.
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.

Parental involvement is key to our mission and is supported by monthly letters, personal invitations to PTA meetings, our Parent Coordinator's direct contact with families and student-led Parent-Teacher Conferences. To inform this partnership, our teachers write descriptive progress reports and report cards and all families are scheduled for at least two lengthy parent conferences each year with their child's teacher. Teachers and families also communicate regularly through email and phone calls and our Parent Coordinator keeps parents up-to-date on school news and events via email. Families are seen as unique resources for the entire school and are welcomed in every classroom. Parental participation is encouraged, whether it is coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity or a contribution focused around an annual event such as the Curriculum Share. Our welcoming school environment celebrates diversity and encourages parents of English language learners, as well, to become part of our school community by participating in classroom expeditions, writing celebrations, parent workshops and school trips. Displays of student work outside all classrooms greet our ELL family members. In addition, parents of ELLs are invited into our classrooms to share their culture, language and life experiences. Parents of English language learners are a valuable resource within the classroom and often assist BCS teachers with classroom learning, performances, day and overnight trips, as well as serve as mentors for high school students. As required by Part 154-2, we offer Parent Orientation Workshops to parents of new ELLs in September and when necessary, throughout the school year. We also offer two other workshops, which address such topics as Homework and Study Skills and Understanding Your Child's Curriculum, to parents of ELLs during the school year. In addition to the mandated workshops, our Parent Coordinator offers workshops with topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services and technology training to build parents' capacity to help their children at home, Common Core Learning Standards and promotional policy. All ELL parents are invited to these workshops and translation is available as needed during these events.

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?

Brooklyn School for Collaborative Studies partners with several agencies and community based organizations that provide workshops and services to ELL parents and families. Our Guidance Counselors partner with Sunset Terrace Mental Health Center of Lutheran Medical Center to provide bilingual individual and family therapy. BCS also partners with VESID, a New York State agency that assists families of special education high school students with transition planning for post high school. Furthermore, BCS maintains partnership with Young Men's Initiative, Morningside Center and Mentoring USA that provide student counseling and emotional support. Our guidance counselors meet with parents of middle school students on high school selection; during this time translation services are available. Also, our full time college counselor works with the families of students in grades 9-12 to ease the college admission process. In addition, we offer building space to local community service providers.

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.

BCS evaluates the needs of the parents by involving them in decision making at every level, including hiring teachers. Furthermore, when teacher confer with parents during conferences in October and April, they relate parental needs to our administration. Our administrators use this information to address the concerns of families. Our Parent Coordinator, Tracey Pinkard, gathers anecdotal information from parents both informally through surveys and with a standardized parent needs assessment tool, and regularly follows up with families on concerns brought to her by teachers and administrators. Ms. Pinkard presents her gathered data to the Pupil Personnel Committee which then incorporates her findings into their agenda. Furthermore, during informal breakfasts, our Parent Coordinator interfaces with families, in their preferred languages, in order to help them navigate the many supports offered by our school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement activities address the needs of the parents by providing BCS parents a space to meet other families and come together to support and influence school decisions. Our school is governed by a coalition of parents and staff. Our Parent Teacher Association and School Leadership Team meet regularly. These meetings are open to all members of the school community, including parents of ELLs. Additionally, our parent coordinator liaises with parents through meetings where school policies and key issues are discussed. These concerns are gleaned through regular surveys.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

5. How do you evaluate the needs of the parents?

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6. How do your parental involvement activities address the needs of the parents?

15K448

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.

Scill Chan

School Name: 10/30/15

School DBN: Imani Matthews

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)
10/30/15	Principal		Tracey Pinkard
10/30/15	Assistant Principal		Michele Rayvid/ENL
10/30/15	Parent Coordinator		Moises Vaval
10/30/15	ENL/Bilingual Teacher		Magen Rodriguez/Spanish
10/30/15	Parent		Jacques Hoffman/Spanish
10/30/15	Teacher/Subject Area		Beth Mowry
10/30/15	Teacher/Subject Area		Scott Henstrand
10/30/15	Coach		Deb Rothenberg
10/30/15	Coach		Kathy Pelles
10/30/15	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K448** School Name: **BCS**
Superintendent: **Kathy Pelles**

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.learnedoe.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.

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

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.

Thirty-four BCS families have indicated a preference to receive school related correspondence in another language other than English. Thirty of these requests were for Spanish, two were for Cantonese and two were for Arabic. Subsequently, a memo was sent to all school staff relaying this information and identifying the thirty- four families who have indicated a preference for written and oral communication in Spanish, Cantonese and Arabic. The memo explained how staff members will ensure that all communication is translated for these families and that a translator must be present at all meetings involving these families. The memo advised staff members to contact the Language Access Coordinator and the Parent Coordinator to arrange for written and oral translation. Twenty additional BCS families have requested oral interpretation during Parent-Teacher-Student conferences. Eighteen

of these requests were for Spanish translation and two requests were for sign language. Several weeks prior to Student Led Conferences, a memo was sent out to school staff requesting volunteers to assist with oral translation during Parent-Teacher-Student conferences. Our large in-house bilingual staff was able to accommodate all parental requests.

Part B: 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.)

All cover sheets for Progress Reports are translated into Spanish and used for students whose parents have indicated preference for translated written documents in Spanish. These are mailed quarterly each year. Furthermore, bilingual school staff phone home in Spanish to offer assistance in deciphering the Progress Reports. In addition, annual handbooks, newsletter, calendars, parent-teacher conference announcements, after-school events, after-school program information, New York State testing dates, curriculum overview and letter from the school leadership team are translated into Spanish. Our translations in Chinese and Arabic are provided by the Translation & Interpretation Unit. We adhere to the deadlines required by the DOE which ensure that we received our translation on time.

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.

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

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.

Our Language Access Coordinator and our Parent Coordinator work together to ensure timely provision of translated documents to our thirty-four families. All written translation services in Spanish are provided by in-house by school staff. All written translations in Chinese and Arabic will be provided by the Translation & Interpretation Unit.

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.

Our interpretation services are provided by in-house school staff. Occasionally, we utilize over-the-phone interpreters via the Translation and Interpretation Unit.

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.)

At weekly staff meetings, staff members are made aware of how to use translation services and over-the-phone interpretation service. Each staff member receives a Translation and Interpretation Brochure, a Language ID Guide and Language Palm Card.

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

BCS families have received a copy of "Parent Bill of Rights Guide to NYC Schools" in their preferred language as well as in English, in order for them to be aware of their rights regarding translation and interpretation services as well as a Parents' Guide to Language Access in their preferred language. Furthermore, there is a Language ID Guide at our security desk. In our Main Office, which all visitors must go through, we have signage which describes the languages spoken by school staff and in which languages parents can have translated materials (the eight DOE languages). Lunch forms and health forms are provided in the home language of the student. Suspension conferences and other disciplinary measures as well as all Special education conference are conducted in the parent's

language by bilingual school staff.

Our school offers simultaneous translation into Spanish during all our our PTA meetings.

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)

Our parents surveys, translated into Spanish, Chinese, and Arabic, help us gather feedback from parents on the quality and availabliiy of services. Our Language Access Coordinator and our Parent Coordinator work together to ensure that all parental voices are heard.