2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 13K412
School Name: BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATION, ARTS AND MEDIA
Principal: JAMES O’BRIEN
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Brooklyn Community Arts &amp; Media HS</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>13K412</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331300111412</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>300 Willoughby Avenue, Brooklyn, NY 11205</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718)230-5748</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718)230-3050</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>James O’Brien</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jobrien16@schools.nyc.gov">jobrien16@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>James O’Brien</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ebony Jones-Llopiz</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Agnes Arrindale</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>James O’Brien</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Agnes Arrindell</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Jenitzajack</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Mia Shapiro</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 13 |
| Superintendent: | Janice Ross |
| Superintendent’s Office Address: | 1396 Broadway, Room 110; Brooklyn, NY 11221 |
| Superintendent’s Email Address: | jross11@schools.nyc.gov |
| Phone Number: | (718)455-4635 |
| Fax: | (718)455-4684 |

## Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Brooklyn North</th>
<th>Bernadette Fitzgerald</th>
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</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>131 Livingston; Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td>Executive Director’s Email Address:</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Bfitzge2@schools.nyc.gov">Bfitzge2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>(718)935-3954</td>
<td>(718)935-4314</td>
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<tr>
<td>Phone Number:</td>
<td>Fax:</td>
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</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James O’Brien</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ebony Jones-Llopioz</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Agnes Arrindale</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Joseph Cooper</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ghilane Manning</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Jenitza Jack</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Chino Zeno</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Mia Shapiro</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Brent Lawrence</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mamadou Diallo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Sandrinia Clemons</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Dolly Campbell</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Denyse Murray</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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**Mission Statement**

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

**Contextual Information**

**Professional Development Emphases**

- BCAM is a continuing DOE Learning Partners Program (LPP) member
- Using effective questioning/discussion techniques
- Using effective assessment in instruction
- Using effective engagement in instruction
- Restorative Practice and The Growth Mindset Philosophy

**Key Structures/Initiatives**

- Again revised our schedule to allow more consistent and substantive common planning time.
- Grade Teams: meet twice monthly. Focus on students, instruction and assessment. Utilize student/classroom data and protocols (data analysis, kid-talk, consultancy).
- Departments: meet weekly. Focus on curriculum, instruction, assessment. Utilize classroom data, curriculum, protocols (consultancy, curriculum feedback).
- Interim Assessment Structure: Common Core/Regent-based internal assessments will be completed semesterly to track student progress, inform teacher practice, inform curriculum development.
- Department-based PD: meet weekly. Focus on our PD emphases above.
- Collaborative Curriculum Days: 2 curriculum days in order to complete collaborative curriculum planning
- Common Planning: built into common preps, and weekly Tuesday afternoons as OPD required time
- Peer Visiting Days: Every BCAM pedagogue completes regular classroom visits and instructional walks.
- Continued strong push and support for staff to attend external PD sessions via DOE, learning partners.
- 2 AP’s and Principal to observe and complete observations and provide actionable feedback
- Continued prioritizing CTT/student support goals and CTT collaboration in classroom.
- Cabinet: meets 2x/monthly.

**Attendance Plan**

- 90% school-wide attendance goal
- Community School staff dedicated to focused parent outreach and programming
- Weekly data-driven, 7-staff member attendance meeting from Attendance Team
- Partnership with BCP that provides additional Social Worker 4 days/weekly
- Weekly outreach by teachers/advisors to parents during Parent Outreach Time
- Kinvolved comprehensive parent texting system to inform about attendance
- Kinvolved attendance heat-sorter and data tracker further informs about attendance
- Expanding our Achievement First teacher-to at-risk student mentorship program from 4 to 12 teachers
- Strong push to transfer LTA/overaged students early and consistently
- Monthly attendance incentives, contests and rewards
College Career Readiness Plan

- BCAM as College Access For All cohort
- BCAM as Algebra for All cohort: so all 9th being prepared to pass Algebra in 9th Grade
- BCAM as AP for All cohort: adding English and Science AP courses 2017-18, History/Math 2018-19—10th Graders taking AP ELA Lit and AP Environmental Science; 11th Graders taking AP US History; 11th/12th Graders AP ELA Lang
- College Confident: full time college counselor, college trips, college prep mechanisms
- College Spring SAT Prep: full SAT preparation for entire 11th grade, and intensive for 12th grade
- CARA: supporting us in developing 9th-12th college prep mechanisms in classes, advisory, grade teams
- Continue with John Jay & City Tech as College Now partners
- Continue with CUNY Linc for college curriculum in US History 11th Grade, English/Math 12th Grade
- Continue with LIU as new early college partner
- Continue with MoCADA Museum and Exploring the Arts as arts partner around internships, career

Articulation Plan

- Semester calendar, with internal quarters. Now on DOE parent-conference calendar.
- Regular quarterly review of Graduation Tracker for students 9th-12th Grades—at all levels: by Admin, Cabinet, Grade Teams, Advisors, parents, students
- Use of APEX online courses to support in-course remediation before class failure grade issued
- Shifting to year-end articulation to remain with cohort, and then make up of failed credits; as opposed to falling behind cohort and completing credits in repeat grade
- High priority on transferring over-age, under-credit students to Alternative Schools earlier

Key Partnership

- Center for Supportive School (CSS) comprehensive Community Schools partner
- College Confident: college counseling and preparation organization
- College Spring SAT Preparation Program
- John Jay/City Tech Colleges—College Now Program
- LIU- Early College Preparatory Program
- CUNY LINCT College Program in Math, English, and US History
- Exploring the Arts (ETA) Arts Integration partnership
- MoCADA Museum as arts programming partner
- BRIC Media Arts Student Opportunities Partnership
- BCAM Globetrotters Travel Abroad Program—25 students and staff traveling to Rome, Italy- April, 2019

3. Describe any special student populations and what their specific needs are.

We have approximately 20% special education student with IEPs. Their specific needs run the gamut from emotional to behavioral to academic. Specifically, their needs include cognitive disorders, learning/processing limitations, and emotional special needs. We have a significant ICT/Team Teaching structure in place to support these students. In addition, students who required 1 to 1 para support receive that from our team of Paraprofessionals.

4. Identify 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.
**Accomplishments**

- Either "excellent" or "good" rating on all 6 Framework components for 2017-18 Quality Snapshot
- 4 Well Developed and 6 Proficient on 2018 Quality Review
- Have acquired $6 million in building upgrades and resources for our Campus and school since 2008
- Diverse college and scholarship acceptance for strong group of graduates each year

**Areas of Focus**

- 75% graduation rate 2018
- 78% graduation rate in 2017
- Student attendance (85%)
- Student/family commitment to on-time arrival for school every day
- Varied student skills levels, with Math/English particularly low upon 9th grade arrival
- Student/family commitment to completing all college preparatory and application deliverables in 11th/12th grades
- Mismatch between rigor and expectations of curriculum/grades and our student skills and commitment
## School Demographics and Accountability Snapshot for 13K412

### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 425
- **SIG Recipient (Y/N):** No
- **English Language Learner Programs (2018-19):**
  - Transitional Bilingual: N/A
  - Self-Contained English as a Second Language: N/A
- **Special Education Programs/Number of Students (2015-16):**
  - # Special Classes (ELA): 2
  - # SETSS (ELA): 14
  - # Special Classes (Math): 2
  - # SETSS (Math): 10
  - # Integrated Collaborative Teaching (ELA): 107
  - # Integrated Collaborative Teaching (Math): 72
  - Types and Number of Special Classes (2018-19):
    - # Visual Arts: 11
    - # Music: 3
    - # Drama: 6
    - # Foreign Language: 10
    - # Dance: 3
    - # Intervention: 10
    - # CTE: 10

### School Composition (2017-18)
- **% Title 1 Population:** 88.0%
- **% Attendance Rate:** 84.2%
- **% Free Lunch:** 82.6%
- **% Reduced Lunch:** 5.2%
- **% Limited English Proficient:** 3.3%
- **% Students with Disabilities:** 24.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.7%
- **% Black or African American:** 72.2%
- **% Hispanic or Latino:** 24.7%
- **% Asian or Native Hawaiian/Pacific Islander:** 0.9%
- **% White:** 0.5%
- **% Multi-Racial:** 1.6%

### Years Principal Assigned to School (2018-19)
- **12.25**
- **# of Assistant Principals (2016-17):** 4
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 12%
- **Average Teacher Absences:** 2.8

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** N/A

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** 82%
- **Mathematics Performance at levels 3 & 4:** 82%
- **Global History Performance at levels 3 & 4:** 72%
- **U.S. History Performance at Levels 3 & 4:** 75%
- **4 Year Graduation Rate:** 69.7%
- **6 Year Graduation Rate (2011 Cohort):** 86.1%
- **Regents Diploma w/ Advanced Designation:** 0.0%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 9%

### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes
- **Local Assistance Plan:** No
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

## Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **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
- **ALL STUDENTS:** N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **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
- **ALL STUDENTS:** N/A

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **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
- **ALL STUDENTS:** N/A

### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **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:** NO
- **ALL STUDENTS:** NO

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **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:** NO
- **ALL STUDENTS:** NO

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **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:** YES
- **ALL STUDENTS:** 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

● Teacher collaboration across grades and subjects

● Robust standards-based curriculum that balances regent competencies with performance tasks

● Standards-based curriculum that incorporates arts, technology and inquiry regularly

● Unit and lesson plans aligned to CCLS Standards

● Professional development (PD) to support teachers in implementing CCLS and provided opportunities for teachers to plan together a curriculum that will prepare students for college and careers.

● Arts integrated across the curriculum and students have good arts learning experiences.

● School leaders and staff ensure that the curricula are aligned to the Common Core Learning Standards, content standards, and the instructional shifts across grades and subject areas.

● Rigorous habits and higher order tasks are emphasized in the curricula and embedded throughout the contents and grades and curricula and academic tasks are planned and refined using student work and data.

● The school’s coherent decisions on refining curricula ensure that all students, across all grades and subject areas, have opportunities to engage in rigorous tasks that promote college and career readiness.

   - Membership as DOE Learning Partners Program School
   - Membership in DOE Algebra for All Program
   - Membership in DOE AP for All Program

Priority Needs

● Curricular rigor that is complex with higher-order thinking

● Data-driven assessment based on student assessments which translates to effective curriculum and instruction
● Arts and technology in curriculum across all disciplines

Uniform implementation of best practices in curriculum and instruction across all grades and content areas.

● Stronger connection between the written curriculum and its implementation in classrooms.

● Supports for students with disabilities and curriculum and instructional adjustments to guarantee that learning tasks matched the differing needs and abilities of students.

● Common planning time to develop interdisciplinary units and lessons, outside of the arts.

Data to be Used:

NYSED School Report Card

NYC School Quality Guide

NYC School Survey

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2019, we will achieve a 75% overall passing rate, on each of the following Regent and Common Core exams: Global History, US History, English, Algebra and Living Environment. This will be reflected in our 2018-19 New York Department of Education School Quality Guide Report.
## Part 3a – 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:

- Evidence-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, SIPE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We implement multi-pronged PD structure: including: staff-led/implemented and department-based PD focused on Using Assessment in Instruction and Designing Coherent Instruction; PD supported by membership in Learning Partners, Algebra for All, AP for All, CUNY Linct, CUNY Debating US Hstory, College Access for All.</td>
<td>Teachers, Admin</td>
<td>September, 2018-June, 2019; meets weekly.</td>
<td>Professional Learning Team (PLT), instructional cabinet</td>
</tr>
<tr>
<td>Our SWD's and ELL's are supported through a comprehensive ICT classroom structure, targeted instruction, and differentiated assessments. They are provided a myriad of formative and summative assessments throughout the year.</td>
<td>Teachers, administration</td>
<td>September 2018-June 2019</td>
<td>Teachers, instructional leaders, administration</td>
</tr>
<tr>
<td>A) Teachers develop and revise curriculum to align to CCLS and explicitly focus on Regent exam skills, competencies. Curric is based on regular collaborative analysis of instructional units, student work and interim assessments in departments and grade teams as well as during curriculum planning days.</td>
<td>Teachers, Administration</td>
<td>August, 2018-June, 2019</td>
<td>Teachers, Instructional leaders, administration</td>
</tr>
<tr>
<td>B) Teachers revise curriculum based on administrative feedback.</td>
<td>Teachers, Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers implement quarterly interim assessments and mock Regent exams and revise curriculum based on data and patterns found from assessments</td>
<td>Teachers, Administration</td>
<td>September, 2018-May, 2019</td>
<td>Teachers, Instructional leaders, administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Full program for Curricular Back to School Evening and 3 P/T conferences; ongoing communication via website, pupil path online grading and Kinvolved text system; 4 progress reports and 4 full report cards; monthly parent newsletter; monthly PTA-based workshops rooted in school instructional process; regular community school meetings to update parents on Regent progress and plans.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per diem for external workshops; per diem for substitutes, coverages for teachers attending external PD workshops; contracts with CUNY PD and CUNY LINCT Program

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2019, all teachers in the disciplines of Global History, US History, English, Algebra and Living Environment will have administered, graded and analyzed the data from 2 Regent-based interim assessments and the January Regent Exam or a mock Regent exam.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

January, 2019 Regent/Common Core exam results and subsequent data and analysis

Student achievement on the 2 administered interim assessments in our core Regent academic classes, and subsequent data and analysis

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths

- Cultivation of systems and partnerships that support social/emotional developmental health in our advisory distributive counseling program, our social work/counselor office and groups, our BCAM Student Council, our arts academies, our extra-curriculars, and our dean’s office
- A clearly articulated vision for social/emotional health that connects to learning experiences and extra-curricular systems
- A safe community that possesses clear student and parent voice and shared leadership for staff
- Students also expressed appreciation for the opportunities to express themselves in the student government and senior committee where they play a pivotal role in student affairs.
- We continue as a DOE Community School in 2018-19 which provides targeted resources and programming to support our school’s supportive environment
- We continue with partnerships with the Center for Supportive Schools to continue to develop training and implementation of our Restorative Practice processes.

Priority Needs

- Socio/emotional experiences that explicitly lead to greater student outcomes (college/career preparation)
- Using data to respond to student social/emotional needs towards attendance, academic and social success
- Organized system of extra-curricular opportunities that are aligned with school vision/mission
- Advisory to reinvest in focus on students’ social and emotional needs.
- Formal system to track and monitor services for students with social and emotional needs
- Program of PD to build the capacity of staff to identify and meet the diverse needs of students
- Continuing our work with Restorative Practice and Growth Mindset

Data Sources

2017-18 Sup. PPR Review
2017-18 NYSED School Report Card
Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2019, 90% of our 11th and 12th Grade Advisory-Family Groups will have completed our Advisory-Family Curriculum. As a result of this completion, they will present in panel format their year-long student portfolio of academic, artistic and college-preparatory professional work.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th/12th Advisors</td>
<td>September, 2018-June, 2019</td>
<td>Teachers, Administration, Support Staff</td>
</tr>
<tr>
<td>11th/12th Grade Advisories</td>
<td>June, 2018-September 2018</td>
<td>Community School Director, Teachers, Administration, ESL Teacher</td>
</tr>
<tr>
<td>Students, teachers, Admin, support Staff</td>
<td>September, 2018- June, 2019</td>
<td>11th/12th Advisors, Students</td>
</tr>
<tr>
<td>Advisors, students</td>
<td>September, 2018 &amp; May, 2019</td>
<td>11th/12th Advisors, Students</td>
</tr>
</tbody>
</table>

Our 2x/monthly Grade Team meetings and quarterly PD days include time dedicated to Advisory Family professional development and troubleshooting.

Our Advisory family groups are strategically created to provide 2 advisors in groups with high numbers students with disabilities. Further, our ELL students are programmed together with our ESL teacher as their advisor.

11th/12th Grade Advisory-Family groups are scheduled directly into all 11th/12th Grade student schedules, meeting 2X/weekly. They implement the prepared curriculum and schedule.

We have revised our Portfolio development and maintenance to a straightforward system of capturing best-practice substantive work from academic and artistic classes, and Advisory is now simply the structure for maintaining that body of work.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Expose our families to our Supportive Environment goal and mechanisms, at Curricular Evening, parent-conferences and PTA monthly workshops/meetings, via our website/social media, and via our monthly newsletter. Families will be invited to our spring Portfolio Presentations for their student and grade team peers as well.

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.

Advisory committee paid per session for spring/summer work; Community School Director work on curriculum embedded into her summer schedule.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, 2019, 90% of our 11th/12th Grade advisees will have at least 1 substantive and revised assignment from each core academic and artistic class in their comprehensive portfolio.

By January, 2019, 100% of our 11th/12th Advisories will have completed at least 10 Restorative Practice Circles in Advisory sessions.

By January, 2019, our 11th/12th Grade Team will have engaged in 3 meetings orienting and troubleshooting Advisory implementation, and reviewing Advisee attendance, academic data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Observations of Advisory sessions
- Agendas and notes from Grade Team meetings debriefing about Advisories
- Data and documents that support and drive Grade Team/Advisor analysis of Advisee data

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

- Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals
- Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction
- Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students
- A review of PD documents and discussions with the school leader and teachers demonstrate that school leaders are supporting teachers to develop data-driven instructional plans and practices.
- School leaders and teachers reported that differentiated instruction is high on the staff’s agenda.
- The school leaders and teachers have created a professional learning community based on their positive relationships in which teachers are attempting to integrate the CCLS and best practices in classroom instruction.
- Parents and students credited the school leader with creating an academically and emotionally safe environment
- Students and teachers stated that they treat each other with respect and the IIT confirmed a respectful climate in classrooms and hallways
- Staff establishes student academic goals during advisory period and progress toward meeting those goals is displayed on classroom charts.
- Across classrooms, teaching practices are aligned to the curricula and reflect an articulated belief about how students learn best. Teachers consistently provide multiple entry points into the curricula,
- Students are appropriately challenged and have opportunities to demonstrate higher order thinking and work that reflect high levels participation
- Across classrooms, teachers’ assessment practices consistently reflect the use of on-going checks for understanding as well as student self- and peer assessments that provide teachers and students with actionable feedback and next steps.
● The results of students’ self- and peer assessments as well as other assessment practices allow teachers to adjust instruction and curricula to meet the needs of all learners.

**Priority Needs**

● Promoting high levels of student engagement and inquiry

● Instruction that leads to multiple points of access for all students to achieve targeted goals

● Teachers using a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning

● PD on students’ diverse needs and learning styles.

● supports for ELLs in their regular subject classrooms.

● Across the school, teachers to uniformly employ best practices and Instructional shifts.

● teachers to regularly engage students in self-evaluation through feedback and individual conferences outside of the advisory period.

● lesson and unit plans to incorporate checks for understanding.

● Every lesson to include: high-level questions that require critical thinking using a model such as Webb’s Depth of Knowledge or Bloom’s Taxonomy; and opportunities for students to build on other students’ responses through accountable talk stems (that is, the Institute for Learning model).

● During their common planning time, teachers to practice these questioning and discussion techniques.

● During weekly walk-throughs, school leaders should monitor, provide immediate feedback and support, and hold teachers responsible for implementing these instructional practices.

**Data Sources**

2017-18 Sup. PPR Review

2017-18 NYSED SChool Report Card

2017-18 NY SChool Quality Review

2017-18 NYC SChool Survey

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**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June, 2019, 100% of our Department-based PD groups will have implemented at least 8 cycles of collaboration dedicated to effective lesson/unit-based formative/summative assessment, analysis of student work,
curriculum/practice revision and reteaching, as designed and led by our new BCAM Professional Learning Team (PLT). This will be evidenced by the PD notes and binder evidence that is compiled and kept by the PLT and each Department-based group.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin, Teachers, Pedagogical Support Staff</td>
<td>April, 2018-September, 2018</td>
<td>Administration, teacher leaders</td>
</tr>
<tr>
<td>Admin, Teachers, Pedagogical Support Staff</td>
<td>September, 2018-June, 2019</td>
<td>Administration, teacher leaders</td>
</tr>
<tr>
<td>Administration, Teachers, Support staff</td>
<td>September 2018-June 2019</td>
<td>Administration, teacher leaders</td>
</tr>
<tr>
<td>Administration, teachers</td>
<td>September 2018-June 2019</td>
<td>Administration, teacher leaders</td>
</tr>
</tbody>
</table>

- **During Spring, 2018 and Summer, 2018 our newly established Professional Learning Team met and designed our 2018-19 Department-based Professional Development Plan, focusing on effective assessment, use of student work, practice, and curricular revision.**

- **Our PLT will meet 2x/monthly to continue debrief PD sessions, revise and continue planning effective professional development for our staff. They will also serve as our LPP representatives and engage this mechanism.**

- **Our Department-based PD will take place weekly on Mondays and be agenda and protocol driven and foster consistent collaboration and inquiry cycles.**

- **With the impetus from our professional development, teachers will implement regular formative and summative assessments and revise curriculum based on data and patterns found from assessments and student work, with special attention to the progress of SWD’s and ELLs.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Make relevant the sharing of curriculum, content and assessments at Back to School Curricular Evening; regular publish and update curriculum and assignments on our Website for families/students; utilize pupil path online grading system; make relevant and data driven parent teacher conferences and report card sharing.

### 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.

- Learning Partner Program (LPP) funding; per session for PLT members; per diem for external workshops; cost of internal PD materials; per diem for substitute coverages for teachers attending external PD and LPP meetingsworkshops; cost of new and additional curricular materials

**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 | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, 2019, all 6 Department-based PD groups will have completed at least 4 protocol/agenda driven Department-based PD sessions around: assessment/student work analysis, scope/sequence revision, best practices.

By January, 2019, our PLT will have met at least 8 times to review PD progress and plan further mechanisms.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Agendas and notes from PLT planning meetings
- Agenda and notes from Department-based PD meetings
- Admin/teacher leader observations from classroom visits
- Peer notes from peer classroom visits and instructional walks

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

   Strengths

   ● Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved

   ● Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals

   ● The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities

   ● The vast majority of teachers are engaged in inquiry-based professional collaborations during which they analyze student work and teacher data and play an integral role in key decisions.

   ● This practice of collaboration has resulted in school-wide instructional coherence and increased student achievement and teacher effectiveness, as well as teachers participating in distributive leadership structures that allow them to affect student learning across the school.

   Priority Needs

   ● Sharing goals with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

   ● Effectively translate systems of observation, feedback and PD to holding administrators and staff accountable for continuous improvement.

   ● Staff and students and families must collaboratively establish the school’s Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, which link to the school’s long-term vision for academic success.

   ● Develop robust systems for monitoring progress towards these goals to bring sustained, significant improvements to student achievement.

   ● Continue to provide teachers with targeted feedback based on classroom observations, with actionable feedback with next steps.
● Facilitated peer inter-visitation as a means to improve instruction and hold teachers accountable for the implementation of observed best practices in their own classroom.

● Develop clear interaction between structures and systems for guiding school improvement exist, such as an attendance team, the Advance teacher observation and evaluation system, and analyses of credit accumulation and Regents examination data.

● Select a monthly focus in which all professional support and feedback to teachers should be devoted to one priority, beginning with: checking for understanding; and providing supports for students with disabilities.

● The school leader should monitor and evaluate weekly the implementation of the monthly focus and its impact on improving student achievement and the quality of instruction.

Data Sources
2017-18 Sup. PPR Review
2017-18 NYSED School Report Card
2017-18 NYC School Quality Review
2017-18 NYC School Survey

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 90% of our teachers in the Advance system will have received a minimum of 5 formal/informal observations from Administration; as well as 1 data-driven mid-year progress meeting with administration and 1 end-year summary and planning meeting referencing established goals. These observations will be accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching, and with specific feedback given to Discussion/Questioning, Assessment, and Effective Instruction; and will usually include debrief discussions.
### Part 3a – 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:

- Evidence-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).

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>Administration will establish a clear weekly and year-long observation schedule which designates days/times dedicated to observations; includes a process of diversifying observations across designated teacher groups; and includes regular planning and troubleshooting meetings between admin.</td>
<td>September, 2018-June, 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teacher and support pedagogues will also be scheduled and required to complete and host collegial visits to and from grade/department colleagues, and to debrief together, and will explicitly address the needs of students with disabilities, ELL students and both low and high skilled students.</td>
<td>September, 2018-June, 2019</td>
<td>Administration, teacher leaders</td>
</tr>
<tr>
<td>Administration and teachers will both utilize the DOE Advance Data Tracking System to monitor MOTP data, including mid-year January end-year June analyses and goal setting.</td>
<td>September, 2018-June, 2019</td>
<td>Administration, teacher leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Sharing our priority instructional foci (effective discussion/question, assessment, inquiry collaboration) at curricular back to school night, PTA workshops/meetings and parent conferences.

### 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.

- Cost of internal PD materials; cost of materials for staff collegial visits; prioritizing professional periods and other professional time for collaboration and engagement

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

<table>
<thead>
<tr>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January, 2019, 90% of teachers in Advance system will have had at least 3 informal observations/feedback sessions completed by Administration.
- By January, 2019, 100% of teachers in Advance system will have in partnership with Administration analyzed their MOTP data to the midyear point and set 2nd half of year goals.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- **Advance data**
- Data from our own internal documents supporting collegial visits

**Part 5c.** In **February 2019**, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are a DOE Community School with resources dedicated to Parent Engagement</td>
<td></td>
</tr>
<tr>
<td>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.</td>
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<tr>
<td>● The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.</td>
<td></td>
</tr>
<tr>
<td>● School leader communicates high expectations for students at well-attended parent events, such as the grade nine orientation, back to school night, the three parent-teacher conference nights, and the spring gala</td>
<td></td>
</tr>
<tr>
<td>● School leaders consistently communicate high expectations to staff members and provide differentiated support to staff so that they meet those expectations. In turn, the staff effectively communicates high expectations to students and families and provides students with focused support and guidance.</td>
<td></td>
</tr>
<tr>
<td>● The communication of high expectations for all and the high level of support given to meet those expectations lead to a culture for learning and of mutual accountability and communication with families that enable student progress and preparation for the next level.</td>
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</tbody>
</table>

**Priority Needs**

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

**Data Sources**
Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June, 2019 we will achieve a 90% positive rating in the area of Strong Family-Community Ties as designated on our 2018-19 DOE Survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-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). | Parents, students | July, 2018 & September, 2019 | Administration, Grade Team leaders, PTA officers, Parent coordinator |
| We host a 3 day incoming 9th grade summer bridge orientation for both students and parents, and we host our back-to-school orientation/curriculum evening for all 9th-12th students and parents. We will convene sub-meetings with parents of special needs and ELL learners to address their needs directly. | Parents, students | July, 2018 & September, 2019 | Administration, Grade Team leaders, PTA officers, Parent coordinator |
| We disseminate 4 end-of-quarter academic report cards and 4 mid-quarter progress reports to all families, and all will be accompanied by BCAM cover letter of news and information. | Parents, students | September, 2018-June, 2019 | Administration, office team, Parent Coordinator |
| We use important parent events and resources such as the curriculum evening, senior evenings, quarterly parent-teacher conferences, monthly PTA meetings, monthly SLT/Community School Team meetings, and our year-end Community Carnival and Gala, and our Kinvoloved Family text outreach mechanism to regularly update families on academic, attendance and cultural information. | Parents | September, 2018-June, 2019 | Administration, teachers, PTA, parent coordinator |
| All our monthly PTA meetings include an accompanying parent-supportive workshop such as understanding our grade system, learning BCAM art skills, and supporting our year-end portfolio process. We will convene sub-meetings with parents of special needs and ELL learners to address their needs directly. | Parents | September, 2018-June, 2019 | Administration, grade team leaders, PTA, parent coordinator |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Center for Supportive Schools (CSS), Kinvolved, Bed-Stuy Family Health, Vision Screening, Brooklyn Center for Psychotherapy (BCP)

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session for 9th grade summer bridge; materials for 4 report cards and 4 progress reports; purchase of Skedula-Datacation-Pupil Path system; resources, per session, materials for community events: college nights, exhibits, carnival, gala.
<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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<td>X</td>
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</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By September, 2018 we will have completed the 9th grade bridge program and curriculum orientation
- By January, 2019 we will disseminated 2 report cards and 2 progress reports and hosted 2 quarterly parent conferences
- By January 2019 we will have hosted 3 PTA meetings with 3 different accompanying workshops

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- attendance logs at summer bridge and curriculum orientation
- attendance logs and data around report cards, progress reports and parent conferences
- attendance logs, meeting notes and survey data around PTA meetings

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>IEP, data assessments, staff anecdotal observations.</td>
<td>Our 9th -12th IEP students receive ICT English instruction.</td>
<td>Small group, tutoring, ICT (pull-out, modified curric/assessment</td>
<td>During the school day, after-school.</td>
</tr>
<tr>
<td></td>
<td>9th graders and 10th graders identified as multiple grades below grade level in English, as well as our ELL students, utilize Reading Horizons Reading Program to improve literacy and skills.</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>JEP, data assessments, staff anecdotal observations</td>
<td>Our 9\textsuperscript{th} - 12\textsuperscript{th} grade students with special needs receive CTT Math instruction. Two 9\textsuperscript{th} grade groups of students fair below grade level receive small group instruction as their primary math instruction. A mixed group of 10\textsuperscript{th}/11\textsuperscript{th} grades receive remedial small group instruction as their primary math instruction. A small group of 12\textsuperscript{th} grade receive remedial small group instruction as their math instruction. In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the Mathematics Regent exams. Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention.</td>
<td>Small group, tutoring, ICT (pull-out, modified curric/assessment)</td>
<td>During the school day, after-school</td>
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<td></td>
</tr>
<tr>
<td>Science</td>
<td>JEP, data assessments, staff anecdotal observations</td>
<td>Our students with special needs receive ICT instruction in 9\textsuperscript{th} - 12\textsuperscript{th} grades in their Science classes. In the winter and spring we convene Regent Preparatory</td>
<td>Small group, tutoring, ICT (pull-out, modified curric/assessment)</td>
<td>During the school day, after-school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>JEP, data assessments, staff anecdotal observations</td>
<td>Our 9th -12th grade students with special needs receive instruction with an assigned ICT teacher in History classes.</td>
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<tr>
<td></td>
<td></td>
<td>In the winter and spring we convene Regent Preparatory sessions to prepare struggling students for the History Regent exams.</td>
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<tr>
<td></td>
<td></td>
<td>Tuesdays after-school are targeted credit recovery and tutoring days whereby failing students and students with skill issues gain extra attention.</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Small group, tutoring, ICT (pull-out, modified curric/assessment)</td>
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<tr>
<td></td>
<td></td>
<td>During the school day, after-school</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>JEP, data assessments, staff anecdotal observations</th>
<th>For all four grades Guidance Counselors enter grade data directly into High School Scheduling and Transcripts (HSST) database on a 4 cycle system to generate student transcripts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guidance Counselors provide the opportunity through Advisory groups for</td>
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<tr>
<td></td>
<td></td>
<td>Small group, one-to-one</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During the school day, after-school</td>
</tr>
</tbody>
</table>
students to conference with their advisors and set academic goals utilizing documents provided by the Educators for Social Responsibility (ESR).

Further 1:1 conferences are offered for students to meet with Guidance Counselor regarding classes and/or Regents failed, or credits that need to be recovered. 

Guidance Counselors and Administration provide the opportunity for credit recovery opportunities in school, after-school, during vacation periods and creatively out of school.

Guidance Counselors and Administration meet with families of students who are at-risk and provide referral if necessary to Over-Age Under-Credit schools for the acceleration of credits and drop-out prevention.

Our School Psychologist is part of the Campus 117 School-Based Support Team (SBST) and supports the four schools with students with special needs through
Individualized Education Program (IEP) triennial meetings where the student, family, and school personnel provide written feedback on the student’s progress toward academic goals.

BCAM Social Worker maintains a regular caseload of both mandated students and referrals for students who are in crisis or are at-risk, and convene individual and/or group counseling sessions.

BCAM Social Workers take part in family and/or social service agency meetings to address the needs of students and families who are at-risk and provide referrals/follow through when necessary.

BCAM Social Workers take part in grade team, interdisciplinary Kid Talk and IEP meetings case conferencing regarding students who are at-risk behaviorally and/or academically and follow through with planning student interventions.

BCAM Social Workers also convene mediations for
<table>
<thead>
<tr>
<th>students who are involved in conflict either in school or at home.</th>
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</thead>
<tbody>
<tr>
<td>BCAM Social Workers are also advisors to groups of 10-15 students similar to our teachers and administrative staff.</td>
</tr>
<tr>
<td>Our building has a full service medical facility that provides services, counseling and referrals for a variety of at-risk health related issues, including teen sexual activity, pregnancy, disease, abuse, and neglect. We work directly with the office via referrals and collaboration.</td>
</tr>
<tr>
<td>BCAM also implements a comprehensive Health curriculum in 9\textsuperscript{th} grade via its partnership with The Peer Health Exchange, and then in grades 10\textsuperscript{th} - 12\textsuperscript{th} grade via the DOE Health Core Curriculum</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| 9 STH |

2. Please describe the services you are planning to provide to the STH population.

- Counseling services as needed
- Emergency supplies: books, glasses, nutritional support
- Regular check-in with case worker, service providers
- Connection to social services
- Transportation resources as needed
- Resources for supplies and academic materials
- Tutoring, academic center support and academic intervention services
- Regular outreach to family/guardian
- Regular follow up regarding attendance

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| n/a |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

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.

- We attract HQT’s through a comprehensive outreach of openings (DOE mechanisms, list-servs, teacher-training programs, colleague networks)

- We engage in a rigorous, multi-step, teacher-led, interview and selection process (group interview, 2 sample teaching lessons, essay requirement on problem of practice, and department-specific interview).

- We retain and nurture HQT’s by maintaining a professional and collegial working context that includes: department and grade teams that meet once a week, 2 x yearly one-on-ones with administration, administrative and peer observation/feedback system (BCAM Critical Friends Program), differentiated PD/support experience (monthly workshops, small group specialized PD learning groups, mentor/mentee structures, numerous school-wide leadership and interest-specific opportunities) and a small school environment that values democratic-decision making and teacher leadership.

- We partner with a myriad of professional development initiatives and partnerships to gain support and professional development specific to our school-wide goal of literacy across the curriculum.

- Staff are strongly encouraged and supported to attend external PD’s and also to lead/facilitate small group PD’s within the school.

- We have a principal, and AP and an AP Intern that support specific grade teams, departments and offices so that no cluster of staff is left unsupported and unaccountable to the larger school goals.

- We expose our staff to the NYC instructional requirements and CCLS enough that they understand them and agree with us integrating these mechanisms more explicitly in our practice.

- We engage staff in inclusive manners in adapting our curricular mechanisms and our own performance tasks in ways that are aligned with NYC requirements;

- We provide individuals, grade teams and departments the modeling, frameworks and support that they need to complete performance tasks and analyze the outcomes in valuable relevant ways.
● We provide adequate reflective and troubleshooting opportunities in order to refine and develop our work.

● We expose our staff to the Danielson Framework enough that they understand it and support us adapting it to our use.

● We provide staff the agency to personally select components from the framework around which they wish to focus and receive feedback; create mechanisms that re consistent and organized that allow staff to utilize their components and gain valuable feedback around them.

### 2b. High Quality and Ongoing Professional Development

Describe the 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).

#### Professional Development Emphases

- BCAM as a DOE Learning Partners Program member
- Using effective questioning/discussion techniques
- Using effective assessment in instruction
- Using effective engagement in instruction
- Restorative Practice and The Growth Mindset Philosophy

#### Key Structures/Initiatives

- Revised our schedule to allow more consistent and substantive common planning time.
- Grade Teams: meet twice monthly. Focus on students, instruction and assessment. Utilize student/classroom data and protocols (data analysis, kid-talk, consultancy).
- Departments: meet weekly. Focus on curriculum, instruction, assessment. Utilize classroom data, curriculum, protocols (consultancy, curriculum feedback).
- Interim Assessment Structure: Common Core/Regent-based internal assessments will be completed semesterly to track student progress, inform teacher practice, inform curriculum development.
- Targeted PD Pods: 8 sessions, twice monthly, 2 cycles during the year. Focus on our PD emphases above.
- Collaborative Curriculum Days: 2 curriculum days in order to complete collaborative curriculum planning
- Common Planning: built into preps, and weekly Thursday afternoons as OPD required time
- Peer Visiting Days: Every BCAM pedagogue completes 2 visiting days, 1 each semester. They partner with administration and other teachers to visit and complete feedback documents/meetings
- Continued strong push and support for staff to attend external PD sessions via DOE, learning partners.
- 2 AP’s and Principal to observe and complete observations and provide actionable feedback
- Continued prioritizing CTT/student support goals and CTT collaboration in classroom.
- Cabinet: Meet Thursdays 2x/monthly 7:15-8:15am.

#### Attendance Plan

- 90% school-wide attendance goal
- Community School staff dedicated to focused parent outreach and programming
- Weekly data-driven, 7-staff member attendance meeting from Attendance Team
- Partnership with BCP that provides additional Social Worker 4 days/weekly
- Weekly outreach by teachers/advisors to parents during Parent Outreach Time
- Kinvolved comprehensive parent texting system to inform about attendance
- Kinvolved attendance heat-sorter and data tracker further informs about attendance
• Expanding our Achievement First teacher-to at-risk student mentorship program from 4 to 12 teachers
• Strong push to transfer LTA/overaged students early and consistently
• Monthly attendance incentives, contests and rewards

College Career Readiness Plan

• Full partnership with AVID to impact teacher methodology and further support college/career readiness
• BCAM as College Access For All cohort
• BCAM as Algebra for All cohort: so all 9th being prepared to pass Algebra in 9th Grade
• BCAM as AP for All cohort: adding English and Science AP courses 2017-18, History/Math 2018-19—10th Graders taking AP ELA Lit and AP Environmental Science; 11th Graders taking AP US History; 11th/12th Graders AP ELA Lang
• College Confident: full time college counselor, college trips, college prep mechanisms
• College Spring SAT Prep : full SAT preparation for entire 11th grade, and intensive for 12th grade
• CARA: supporting us in developing 9th-12th college prep mechanisms in classes, advisory, grade teams
• Continue with John Jay & City Tech as College Now partners
• Continue with CUNY Linct for college curriculum in US History 11th Grade, English/Math 12th Grade
• Continue with LIU as new college class partner
• Continue with MoCADA Museum and Exploring the Arts as arts partner around internships, career

Articulation Plan

• Moving to semester calendar, with internal quarters. Now on DOE parent-conference calendar.
• Regular quarterly review of Graduation Tracker for students 9th-12th Grades—at all levels: by Admin, Cabinet, Grade Teams, Advisors, parents, students
• Use of APEX online courses to support in-course remediation before class failure grade issued
• Shifting to year-end articulation to remain with cohort, and then make up of failed credits; as opposed to falling behind cohort and completing credits in repeat grade
• High priority on transferring over-age, under-credit students to Alternative Schools earlier

Key Partnerships

• Center for Supportive School (CSS) comprehensive Community Schools partner
• College Bound Initiative (CBI) college counseling and preparation organization
• College Spring SAT Preparation Program
• John Jay/City Tech Colleges—College Now Program
• LIU- Early College Preparatory Program
• CUNY LINCT College Program in Math, English and US History
• The Future Project Student Leadership Program
• Exploring the Arts (ETA) Arts Integration partnership
• MoCADA Museum as arts programming partner
• BRIC Media Arts Student Opportunities Partnership
• BCAM Globetrotters Travel Abroad Program—25 students and staff traveling to Rome, Italy- April, 2018

Part 3: TA Schools Only

3a. Use of Program Resources

2018-19 CEP
Describe how the TA program resources will assist participating children to meet proficiency. 

NA

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).

NA

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.).

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Shared leadership model:

- Grade Teams: 2x monthly
- Academic Departments: 4x monthly
- Assessment Committee: 1x monthly
- Administrative Interns who are long-time teacher-leaders
- Instructional Cabinet with heads of grade teams and department chairs: 2x monthly
- PD Pods with mixed grades/departments: 2x monthly
- Weekly meetings between administration and key school committees/teams

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 codes. 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 consolidated. 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** | **Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.**
---|---|---|---
Title I Part A (Basic) | Federal | 276,004.00 | X | Sections 5A-E
Title II, Part A | Federal | 0 |  |  |
Title III, Part A | Federal | 0 |  |  |
Title III, Immigrant | Federal | 0 |  |  |
Tax Levy (FSF) | Local | 2,699,056.00 | X | Sections A-E

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>13K412</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BCAM HS</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- 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;

### Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

13K412, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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
Improve 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities
• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

• check and assist my child in completing homework tasks, when necessary;

• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

• set limits to the amount of time my child watches television or plays video games;

• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

• encourage my child to follow school rules and regulations and discuss this Compact with my child;

• volunteer in my child’s school or assist from my home as time permits;

• participate, as appropriate, in the decisions relating to my child’s education;

• communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

• respond to surveys, feedback forms and notices when requested;

• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

• participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

• take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

• share responsibility for the improved academic achievement of my child;

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### III. Student Responsibilities

**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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CS Strategy at BCAM is fully integrated into academic instruction, both directly and indirectly. Last year, a select group of teachers attended a professional learning session with AVID, at which they learned to implement multiple teaching strategies into their classrooms to meet the needs of diverse learners and push students to think more critically about the curriculum. Through our partnership with A-List Education and College Spring, our 11th grade cohort receives SAT tutoring in math and ELA, as well as has the opportunity to take 3 full SAT diagnostics prior to the April exam. As a result, our students improved their SAT scores by over 80 points, on average. Additionally, our partnership with College Confident gives us access to a dedicated college counselor, who worked closely with 11th and 12th grade teachers to guide students through the college application process, resulting in 100% of the senior class applying and getting accepted to at least one college or university. Lastly, through supports from the Lead CBO (Center for Supportive Schools), the Community School Director plays an integral role in developing instructional practices throughout the school, specifically by providing relevant student data to inform teacher practices.</td>
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</table>

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

<table>
<thead>
<tr>
<th>Through the Community School program BCAM High School will see continued growth in the areas of attendance, family engagement and participation, and student success as it pertains to college access and readiness, through the continued building of staff capacity to support students both academically and socio-emotionally. Our four specific goals are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BCAM will continue to improve its average daily attendance by providing mentoring to chronically absent students and a daily streamlined attendance communication system, and we will improve on time arrival through the use of incentives and strong relationship building (both peer and adult). By June 2019, we will see a 2% increase in average daily attendance from June 2018.</td>
</tr>
<tr>
<td>2. BCAM will continue to develop and increase the scale of our college access and readiness, as well as improve our graduation rates, through the development of teacher pedagogical and curriculum development, as well as through the college counselor’s partnership with staff to create authentic college experiences starting in 9th grade. By June 2019, 100% of seniors will be accepted to at least one college.</td>
</tr>
<tr>
<td>3. BCAM will increase family participation and leadership by authentically engaging parents as partners. We will do this through continued and routinized communication with families, a variety of opportunities for families to engage in the school community, and engagement of parent leaders on the Community School Team. By June 2018, 100% of parents will receive monthly updates from a BCAM staff member.</td>
</tr>
<tr>
<td>4. BCAM will continue to build teacher development of skills to enhance their ability to support students’ socio-emotional needs through the use of restorative practices, peer and adult mentoring, and clear and consistent advisory program. By June 2019, at least 70% (5% increase from June 2018) of students and teachers will respond positively on the school survey to questions in the Supportive Environment Section, on average.</td>
</tr>
</tbody>
</table>
Please answer the following Question as it relates to meeting your Community School Annual Goal(s):
How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

If all of the components are implemented with a high level of fidelity the BCAM school community will continue to see a growth in student performance with regards to attendance, Regents scores, credit accumulation and college preparation rates.

Goal 1 (Attendance): by prioritizing on time arrival to school, we believe we will see an improvement in credit accumulation and post-secondary readiness, as many students are currently behind as a result of not being in school on time to learn the material. As the ultimate goal is the build relationships with students, we hope students feel more supported at school so they can succeed in their core classes.

Goal 2 (College and Career Readiness): By offering more awareness and access to college planning, students will understand what they need to do to graduate and attend a college or another future career path. These future orientation skills will provide students the necessary support to stay on track and reach their future post-secondary goals.

Goal 3 (Family Engagement) By engaging families as partners in education, we will increase the support and collaboration we need to help our students success academically. Specifically, by creating more flexible space and time for parents to meet with teachers, and by continuing our regular communication through Kinvolved, parents will be aware and ready to support their child’s academic needs.

Goal 4 (Social Emotional Supports) by creating a more supportive environment at BCAM, students will feel more supported and safe in taking academic risks. Furthermore, by seeing to their mental health and socio-emotional needs, we will create the space for students to focus on their academic work.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools' supportive environment and attendance work, CBOs should be helping to support your school's instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS</td>
<td>60-90% chronically absent</td>
<td>Achievement Mentoring/Succe Mentoring – evidence-based mentoring for high-need students; weekly positive behavioral reinforcement mentoring sessions; monthly positive parent outreach.</td>
<td>By June 2019, at least 50% of students in the Achievement Mentoring program will improve their average daily attendance compared to the previous year.</td>
</tr>
<tr>
<td>College Spring</td>
<td>All 11th graders and target 12th graders</td>
<td>SAT Prep–teacher pedagogical development combined with diagnostic testing</td>
<td>By April 2019, 80% of 11th graders will improve their SAT Score on the Spring exam, compared to their first diagnostic.</td>
</tr>
</tbody>
</table>
### Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school will use the Community School CBO budget to fund the subcontracted programs. Additionally, the Community School Director works closely with a Family and Student Engagement Coordinator to support attendance initiatives, family engagement, and expanded learning time. The school also has received SAT Diagnostic materials from College Spring and will perform four diagnostics for all juniors over the course of the year. BCAM will use our College Access for All Funds to support the cost of college trips organized by College Confident.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Resource Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:
1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The full-time Community School Director (CSD) was hired in partnership with school leadership and the SLT. The CSD is responsible for the day-to-day management of the community school strategy. The CSD is a "community organizer," facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The CSD drives development of community school action plans and planning for sustainability. The CSD tracks the school’s progress against performance goals, reviews school data, supports program evaluation activities, and manages partnerships. The CSD will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners

- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs

- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey at key times throughout the school year to inform continuous improvement

- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including ongoing partnership evaluation

- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs

- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood
• Develop, maintain, and publicize a schedule of programs and activities offered at the school

• Implement and maintain a process that encourages referrals to programs and services offered at the school

• Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit

• Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT, CST, and other school stakeholders

We will continue to meet weekly as a Community School Administration Team. The school will continue to authentically incorporate the Community School Director into the fabric of the school as a member of the school’s administrative team. The Community School Director will serve on the 9th grade team in the 2018/2019 school year, as well as facilitate the attendance team and the guidance team. Furthermore, the Community School Director will take the lead on continuing to implement and develop a strong social-emotional program through the use of advisory and restorative practices. We will continue to expand the school’s mentoring initiatives under the direction of the Community School Director. The Community School Director will take the lead on Parent Engagement activities in collaboration with the school’s Parent Coordinator. In the 2018/2019 school year the Community School Director will attend bi-weekly cabinet meetings.

2. The Student Sorter will be used on a daily, weekly, and monthly basis to identify and connect students (both subgroups and individuals) in need of personalized/individualized supports. Prevention initiatives and intervention initiatives will be tracked in the Student Sorter and this data will be analyzed regularly, in partnership with the CST and other key school stakeholders, to evaluate effectiveness and to implement new strategies as needed.

• Streamlined referral processes with BCP will be implemented to ensure that school stakeholders know when and how to refer students and families in need of additional personalized supports that emerge throughout the school year. A tracking tool will also provide a way to ensure that referrals are followed up on and that services are delivered in accordance with the needs presented.

• Partner programs will collaborate with teachers and others involved in instructional programming and regular points of engagement will be implemented throughout the year to ensure a cohesive instructional approach within and outside of the regular school day.

• Through Achievement Mentoring, mentors will regularly connect with teachers to learn about how their mentees are performing in class. Through this weekly interaction, teachers will also learn more about the work of mentors and mentees and how they can support this work in their classroom.

• Off-site grade level retreats for students will be implemented to support students’ social and emotional skill-building as well as connectedness to the school community.

• The schedule of the school based social worker will be increased with a primary focus on clinical support for students and attendance supports

• The community school strategy will selectively match students with ELT opportunities, including academic center, arts academies, targeted clubs, and special projects and programming.

3. In partnership with the principal, the CSD will form and subsequently convene monthly meetings of a Community School Team (CST) whose membership will include: members of the School Leadership Team (SLT), other key school staff and/or faculty, key staff from other partner CBOs, parents, and students. Through this meeting, issues will be regularly communicated to and discussed by the group. An annual Community School Forum will engage parents in authentic discussion to learn about the community school strategy and provide feedback on areas of success and
areas for improvement. Surveys and focus groups with parents will also be held at key times throughout the school year to inform continuous improvement.

The CSD will also work with the Parent Coordinator and identified parent leaders to define and implement strategic initiatives to better engage parents in their child’s education and support the community school. Planned initiatives designed to support authentic parent engagement include:

- Kinvolved -- real-time attendance tracking and text messaging to parents from teachers and other school staff, designed to provide real-time, actionable information to parents about their child’s progress and open up lines of communication between parents and teachers.
- Parent resource room -- an open, welcoming space where families are invited to learn about and take advantage of resources available in the school community.
- Monthly positive parent outreach -- parents of Achievement Mentoring mentees will receive specific positive progress updates from mentors on at least a monthly basis.

We will continue to host monthly Community School Team meetings and PTA meetings, including supportive workshops for families. BCAM will also be focused on redesigning parent-teacher conferences to be more personalized and student-led. This year, we will also include a photography workshop series for families to coincide with PTA meetings, so families also have the opportunity to immerse in a sample of our art programs offered at BCAM We will also be introducing a winter arts event to build on the spring gala and Community School Forum and inviting parent participation in student portfolio presentations.

1. The principal, CSD and other members of the Student Success Team will meet for one period on a weekly basis to review the Student Sorter, using the meeting agenda protocol recommended by NYCDOE. During this meeting, the team will review attendance trends and specific student cases to identify and implement next steps and interventions. If questions arise about Student Sorter data, the CSD will serve as the school’s liaison to New Visions’ to address questions and build capacity within the school around Student Sorter proficiency. In addition the CSD will sit on the school’s cabinet that meets bi-weekly.. The CSD will also serve on the 9th grade team in the coming school year.

Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

1. Partners:
• With the use of Kinvolved we will train and support the use of teachers taking period by period attendance to ensure accurate daily attendance and identify and students who are chronically late or maybe cutting several academic periods throughout the day. We will also use this tool to create regular two-way communication between staff and families to inform them about school-based events, as well as give regular updates regarding their child.

• Through our College Access partners CARA, College Confident, and College Springs we will provide college readiness for our students during our weekly advisory periods. All students will participate in at least one college trip throughout the school year. Both our Junior and Seniors will be offered the opportunity to experience an overnight college trip as well as visit will college admissions representatives during the school day in the fall and late spring.

• Brooklyn Center for Psychotherapy (BCP) will provide a social worker 5 days a week to provide 1-1 counseling and supportive student groups.

• Through our Lead CBO, CSS, we will continue our Achievement Mentoring program to match adults in the building with at-risk students, to provide academic, socio-emotional, and attendance supports. The Community School Director will also attend CSS’s training on Peer-Group Connection (PGC) to begin to implement a peer mentoring club at the school that will enhance student voice and leadership, and offer support for incoming 9th graders.

2. The Community School Team will include: principal, parent leaders, teachers, student leaders, CSD, BCP clinician, representatives from all partner organizations, and other community partners. A meeting will be provided prior to each meeting via email to all participants. Meetings will begin with a team-building “check-in” and proceed to review progress on community school goals. Meeting structures will be implemented (such as pair share, small group activities, etc.) to ensure equity of voice in providing feedback and input. Each meeting will end with time for reflection on the meeting, identifying “takeaways” and an email will be sent to the group by the CSD recapping the outcomes and next steps identified in the meeting.

3. The Student Sorter will be used on a daily, weekly, and monthly basis to identify and connect students (both subgroups and individuals) in need of personalized/individualized supports. Prevention initiatives and intervention initiatives will be tracked in the Student Sorter and this data will be analyzed regularly, in partnership with the CST and other key school stakeholders, to evaluate effectiveness and to implement new strategies as needed. Partner organizations will also be required to provide monthly reports documenting progress against stated outcomes and these updates will be discussed in monthly check-in meetings with the CSD. During the summer of 2018 we will reach out to the incoming 9th grade students to confirm enrollment and attendance in the 2017/2018 school year, as well as hold a Summer Bridge/Orientation for all new students. We will also use incoming data to connect with students who maintained a low daily attendance rate during the 2017/2018 school year to offer interventions and perhaps set up a plan for additional supports prior to the start of the 2018/2019 school year. Based on collected data from the 2017/2018 school year we will create an attendance subgroup to provide support for student who fell within the 60-80% daily attendance range. This group will be comprised of the CSD, CSA, Social Worker and Social Work Intern.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

We have increased the role and responsibilities of our Community School Associate to a full-time position, now called Family and Student Engagement Coordinator. The Family and Student Engagement Coordinator supports with the
overall logistical tasks associated with the management and successful implementation of our external partnerships. The Coordinator will also oversee the Achievement/Success mentoring program to ensure all at-risk students are receiving appropriate interventions.

<table>
<thead>
<tr>
<th>Part 4c. Timeline for implementation and completion, including start and end dates.</th>
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</thead>
<tbody>
<tr>
<td>All activities discussed above will be implemented September 2018 through June 2019.</td>
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</table>

<table>
<thead>
<tr>
<th>Part 4d. Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Brooklyn</td>
<td>Brooklyn Community Arts and Media HS</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>James O’Brien</td>
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<tr>
<td>Assistant Principal</td>
<td>Janna Bello</td>
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<tr>
<td>Coach</td>
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</tr>
<tr>
<td>ENL/English as a New Language/Bilingual Teacher</td>
<td>Andreea Calin</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Brenda Lyons</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Mamadou Diallo</td>
</tr>
<tr>
<td>Parent</td>
<td>Denise Murray</td>
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<tr>
<td>Related-Service Provider</td>
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<tr>
<td>Superintendent</td>
<td>Karen Watts</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
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</table>

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.

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<thead>
<tr>
<th>Qualification Description</th>
<th>Number</th>
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<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
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<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of certified language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
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</tr>
<tr>
<td>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)</td>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
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D. Student Demographics

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<th>Description</th>
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<tr>
<td>Total number of students in school</td>
<td>474</td>
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<tr>
<td>Total number of ELLs</td>
<td>19</td>
</tr>
<tr>
<td>ELLs as share of total student population</td>
<td>4.01%</td>
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</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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</thead>
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<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our ELLs are assessed on an ongoing basis with the help of teacher's assessment and observation data to drive teaching goals and instruction. Additionally, NYSESLAT provides us with a great amount of information about our ELLs who are making incremental gains by moving to the next level of proficiency or test out. Based on the 2017 NYSESLAT scores 4 of our ELLs tested out, 12 improved their proficiency level.

2. What structures do you have in place to support this effort?

   This year BCAM has prioritized common planning and it is now part of the schedule. Thus, content area teachers meet during common planning time with their ICT teachers and work collaboratively to establish goals and expectations for our school's instructional plan, which are then utilized to drive instruction.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The ENL program BCAM implements is successful because of the strong collaboration between content area teachers, ICT teachers and the ENL teacher. This can be measured by our students' NYSESLAT results, their progress from one proficiency level to another and across language modalities. Also, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level. Additionally, students' progress is closely monitored by analyzing the summative assessments such as the Regents exams, NYSESLAT as well as report cards, midterm exams and final projects. In department meetings, each content area teacher will create a MOSL assessment that will emulate their content area Regents exams and which will be aligned with their current unit standards. Subsequently, these results will be analyzed and used to drive instruction tailored to students' individual needs.

4. What structures do you have in place to address interventions once the summative data has been gathered?

In department meeting, content area, ICT, ENL and service providers meet and analyze data that has been gathered. The findings are used to guide future instructional planning, accommodations and interventions for all students, including ELLs.

5. How does your school use 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.]

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

Ever since we have started to use NYSITELL as measurement for assessing new entrant's English language skills, we have noticed that the proficiency level given by this state exam is more accurate than the LAB-r and is closer to the one given by the NYSESLAT. We have also noticed, that the speaking part is more challenging for students as in the past most of our students would obtain a high score or even the maximum. We inferred it has to do with the more prevalent use of academic vocabulary. Thus, this year all ELLs will take an Academic Vocabulary class as part of the program created by Dr. Kate Kinsela..

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The structures BCAM has in place to disseminate these findings in order to make adjustments to our program are staff participation in protocol and agenda-driven grade and department meetings where teachers are engaged in inquiry-based professional collaborations during which they analyze student work. This practice of collaboration has resulted in school-wide instructional coherence and increased student achievement and teacher effectiveness, as well as teachers participating in distributive leadership structures that allow them to affect student learning across the school.

Part IV: ELL Programming

Programming and Scheduling Information

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

   a. Freestanding ENL program.

   BCAM implements a Freestanding ENL program where ELLs are grouped heterogeneously. This year 9th graders (1 transitioning, 5 expanding and 2 commanding) are receiving integrated ENL in their Living Environment class 5 times a week, 10th grade ELLs (3 emerging, 1 transitioning, 4 commanding) will have integrated ENL in their Earth Science and ELA 5 times a week each class. 11th graders (1 transitioning, 2 expanding, 1 commanding) will be receiving integrated ENL in their US History class 5 times a week while 12th graders (3 transitioning, 3 expanding and 3 commanding) will be receiving their mandated integrated ENL in their Government class 5 times a week. As extra
support the entering/emerging and transitioning ELLs will receive a Reading Circle elective class that meets 5 times a week.

b. TBE program. *If applicable.*
   N/A

c. DL program. *If applicable.*
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   The school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program as follows: entering will receive 540 minutes of ENL instruction per week; emerging will receive 360 minutes, transitioning and expanding will receive 180 minutes while commanding will receive their mandated 90 minutes per week. Since all ELLs are going to be receive a Reading Circle elective their mandated minutes are going to be exceeded. As 10th grade has the only emerging ELLs we will implement an integrated ENL in their ELA class, while the rest of ELL from different grades are going to receive integrated ENL in content area classes and not ELA.

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

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

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

   Materials for Math: Delta Math, Kahoot, Plickers
   Social Studies: Access series, translated version of textbooks
   Science: Access Series, translated versions of textbooks.
   ELA: Leveled reading - Penguin Series, Graphic novels

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

   BCAM ELLs are informally evaluated in their home languages throughout the year as it is paramount to learn English. Also, during ENL classes, and not only, they utilize cognates, dictionaries and glossaries, a buddy system for our entering and emerging ELLS and answers in their native language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

Plan for newcomers:

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

Plan for Developing:

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

Plan for long-term ELLs:

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

Plan for former ELLs:

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

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

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

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

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

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

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

ELA:

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

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

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

Social Studies
- Monitor the understanding of linguistically challenging materials and use of variety of phrasing techniques and synonyms to clarify meaning
- Scaffold instruction with visual aids, maps, atlases, glossaries, and dictionaries to increase comprehension
- Provide our Spanish-speaking ELLs with a Spanish version of texts

Science
- Provide Spanish-speaking ELLs with a Spanish version of texts
- Ensure that teachers modify assignments, classwork, and assessments using online translation tools
- Ensure teachers are informed about videos available online to illustrate processes and concepts

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
As some of our ELLs tend to have a score lower for the reading modality of the NYSESLAT, we will look into acquiring the Achieve 3000 program.

10. If you had a bilingual program, what was the reason you closed it?
We are not going to discontinue any of the services we currently offer our ELLs.

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

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

Materials for Math: Delta Math,
Social Studies: Access series, translated version of textbooks
Science: Access Series, translated versions of textbooks.
ELA: Leveled reading - Penguin Series, Graphic novels

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

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

All ELLs are afforded equal access to all school programs as well as resources. In advisory classes we are implementing a new curriculum which will address the socioemotional needs of all our students. We also have strategic Regents Preparatory sessions during after school times as we near regents exam dates. Additionally, there are numerous extra-curricular activities available to all BCAM students, including ELLs. These seek to foster further inclusivity into our school and include: competitive Athletics providing a range of opportunities for young men/women PSAL basketball, football, track and soccer clubs, extra-curricular clubs/advanced academic courses, Student Council, College now, Diamond Squad, Design Club, Reel Films. DICE, AVID, BCAM Globetrotters Travel Abroad Program, the Future Program, Exploring the Arts (ETA) Arts Integration partnership.

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

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

9th grade Orientation
Open houses twice a year
Back-to-school night
17. What language electives are offered to ELLs?
There are no language electives offered to ELLs. However, our expanding and transitioning 10th grade ELLs take Spanish and Chinese classes and those who want to take the LOTE regents are offered an 11th grade Spanish and Chinese II courses.

18. 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)?
      N/A

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

   Teacher led PD pods schedule:
   Sept 6th, Nov 7th, Jan 29th, June 7th

   Topics:
   BCAM as new AVID school and DOE Learning Partners Program
   Using effective questioning/discussion techniques
   Using effective assessment in instruction
   using effective engagement in instruction

   Our ENL teacher, Mrs. Calin will attend an array of workshops through DELLSS.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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

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

This year, BCAM will implement annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results and language development needs in all content areas. We will utilize bilingual staff members or the Office of Translations and Interpretation. The meeting will take place during C6 duty preparation periods or after school when parents are available.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

BCAM seeks to provide many opportunities for ELL families, just like all BCAM student families to participate in their student’s education. Our parent coordinator, Mr. Cooper will be:

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

9th grade Orientation
Open houses twice a year
Back-to-school night

Additional Information

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

Paste response here:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, James O’Brien, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** __________  
**School DBN:** __________

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James O’Brien</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Janna Bello</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Joseph Cooper</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Andreea Calin</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mamadou Diallo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Brent Lawrence</td>
<td>Teacher/Subject Area</td>
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<td>Coach</td>
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<td></td>
<td>Coach</td>
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<td>1/1/01</td>
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<tr>
<td>Brenda Lyons</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Superintendent</td>
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<td>1/1/01</td>
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<tr>
<td>Field Support Center</td>
<td>Staff Member</td>
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<td>Other ____</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
All our new families participate in a full school orientation before students begin school. They meet with administration, counselors, and parent coordinator where their language needs are assessed.

- We require our families to participate school events a minimum of 8 times per year, and are constantly in contact via various outreach. Thus, we believe we know our families know informally their translation and interpretation needs. We plan to, however, engage in formal and comprehensive needs assessment regarding these needs (See below).

- Our families are dominantly English speakers and readers. We have a small percentage of families that speak/write Spanish as a primary language. Further, we have a small percentage that speak/write in Arabic as well as various African and Caribbean languages/dialects including French and Creole.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCAM typically disseminates home language questionnaires, ENL parent brochures, surveys, program selection forms, entitlement and non-entitlement letters in addition to program placement letters, calendars, flyers, school trip announcements and permission slips, parent teacher conferences announcements.</td>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>BCAM holds multiple parent orientation sessions with the help of our Parent Coordinator Mr. Cooper. We offer 4 parent -teacher conference where parents are informed of their children’s progress, needs and steps that need to be taken to offer home support. In addition, our ENL Teacher, Andreea Calin is conduction individual meeting with parents of ELLs in addition to the regular ones as per the new 2015-2016 C.R. Part 154. During these individual meetings our ENL teacher establish procedures and plans to ensure that our parents of ELLs are informed about their child’s progress, also they are shown how to access Skedula. Upon request and when bilingual staff is not available translations are provided.</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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