

Prospectus: Brooklyn World Community Charter School

Executive Summary

Mission: The Brooklyn World Community Charter School (BWCCS) empowers its students to be scholars, thinkers and life-long learners. Through a rigorous curriculum, with an emphasis on investigation of world communities and cultures, we prepare our students to appreciate and respect themselves and others, and to succeed in college and careers.

Key Elements of the Educational Program and Unique Characteristics: BWCCS will provide a standards-based academic program enriched with learning experiences that are aligned to the Common Core Curriculum. BWCCS believes through implementation of the Cooperative Learning (CL) instructional strategy the academic and social skills learning of students will be addressed. Students will be engaged with hands-on interactive experiences that will enhance their reading and math skills. Opportunity to learn will be facilitated through student-centered classrooms that are focused on higher-order thinking skills, problem solving, substantive conversation, and real-world contexts. Research has shown that when implemented properly, students in Cooperative Learning classrooms out perform their peers in traditional classrooms. We will inspire our students to achieve the highest standards of excellence through the focus of literacy across the curriculum, and collaborative learning. We stress the total development of each student; spiritual, moral, intellectual, social, emotional, and physical. BWCCS prepares its graduates by enabling their competence, and awakening in them the conscience and compassion they need to succeed in college, and in our challenging society.

The population of BWCCS will be a multicultural diverse one which will include new immigrants and those with special needs. The school will be committed to these students by providing them with: a) civic education, b) a school-based mental health clinic and medical services, and c) a personalized learning environment and instructional process. Small learning communities will be established and extended learning time will be provided for all students. These services will allow our students to make the connection with academic knowledge gained and real life experiences.

Students of BWCCS will be immersed in a curriculum that provides a myriad of opportunities for research and study of various cultures and customs of communities both nationally and internationally. The school sets high expectations for all of its students and expects that every student would attend college. Parents and caregivers will be a part of the school's culture, and will be involved along with students in community service projects. Besides a rigorous math and reading curriculum students will receive additional support and instruction in science, history, foreign language, and the arts. The use of technology will be an integral part of the curriculum. Student to teacher ratio of 20:1, an 8-hour school day and an extended school year of 195 days will provide sufficient time for academic enrichment programs, tutorial classes, music, sports, and after-school activities. The school will make use of community resources including local libraries, historical museums, wildlife sanctuaries, and contributions of volunteer parents, professionals, and politicians.

Middle and high school students will be exposed to strong Literacy and Math programs that will provide a double block schedule in each subject. Literacy will be integrated across the curriculum through effective instruction focused on student inquiry. In an effort to improve students' critical reading and thinking skills, and close achievement gaps in learning, BWCCS will incorporate into its curriculum learning expeditions that are relevant to students' lives and

learning. Students will attend the opera and both Broadway and off Broadway productions. They will travel nationally at least once a year to communities in the states of Washington D.C., Virginia, and Massachusetts. These historic locations will serve as the nucleus of the Social Studies curriculum. Students will also have the opportunity to visit the historic college campuses located in these communities. High school students will visit international world communities at least twice before graduation.

Research has shown that effective mathematics instruction occurs in community settings in which teachers carefully select problems, materials, and grouping practices, provide opportunity for mathematics discourse, and use assessment designed to provoke and support student thinking. BWCCS will provide its middle and high school students with a standards-based mathematics curriculum implemented with the effective use of instructional strategies, in a learning environment that both honors the mathematical strengths of all learners and nurtures the areas where students are most challenged. By including mathematics content from a variety of cultures and personal experiences, teachers at BWCCS will enhance the learning experience for all students. Algebra 1 will be introduced to students at the beginning of the 7th grade and by the end of the 8th grade students will be prepared to take the Integrated Algebra Regents Exam.

Special education students will receive additional support based on their Individualized Educational Program (IEP). Small learning communities, differentiated instruction, and a curriculum with clear outcomes will allow teachers at BWCCS to meet each student's needs. English Language Learners (ELL) will be provided with a highly qualified teacher who will support students' learning to gain the language skills necessary to succeed in school, and to meet or exceed state learning standards in all subjects. Staff will receive additional professional development training to ensure that the specific needs of these students are being met. Both the Special needs students and English Language Learners will participate in all school activities including after-school programs and Saturday academy.

School culture is built around the core values of World communities, Individual excellence, and Community membership. An integral part of the philosophy of BWCCS is to honor and respect self as well as all members of our diverse world community. All students will be required to complete two civic units of study, culminating each year with two community service projects. Accelerated learning opportunities would be available to students through AP classes. College credits would be offered to high school seniors through Long Island University Brooklyn campus.

BWCCS will use data from standardized tests, base line and mid line assessments, standards-based learning activities, portfolio assessment, self and peer assessments, individualized goal setting, written and verbal assessments, and project-based assessments to monitor students' progress and examine academic performance.

Governance and Organizational Design

The planning team of BWCCS consists of nine members including educators and parents who are experts in the areas of middle school and high school education, community relations, business and finance. Among our team is the retired principal and founding member of IS311 a successful middle school in Brooklyn CSD 19. Members of our team include an assistant principal, social worker, guidance counselor, parent coordinator, and several teachers all of whom work in public schools in Brooklyn CSD 19. All members of our team share the belief that all students can learn and excel, and are entitled to receive a quality public school education of their choice. Each member of the planning team has demonstrated a commitment to BWCCS, and to educating students of Brooklyn CSD 19 who are at risk and most in need.

II. STUDENT POPULATION

A. Student Enrollment

The enrollment projection for Brooklyn World Community Charter School for the first five years, reflects our goal to preserve small class and school size. This will foster a family-like learning environment where the community of learners, (students, teachers, and parents) will be familiar with each other and the emotional and academic needs of each child will best be met.

Beginning with sixth grade, there would be three classes per grade, with class sizes of twenty students. In order to meet the needs of the community, and to offer a better choice to more students, we will enroll one class of new students in the ninth grade.

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K					
1st					
2nd					
3rd					
4th					
5th					
6th	60	60	60	60	60
7th		60	60	60	60
8th			60	60	60
9th	20	20	20	60	60
10th		20	20	20	60
11th			20	20	20
12th				20	20
Ungraded					
Totals	80	160	240	300	340

B. Target Populations

We expect the incoming student population of our charter school to mirror that of CSD 19.

According to the NYSED demographic information for Community School District 19, of the students tested, 53% were Black or African American, 39% Hispanic or Latino, 6% Asian, 1% American Indian and 1% White. CSD 19 has been identified by NYSED as a **District In Need of Improvement (DINI) in ELA for 2009-2010. The high school drop out rate for students in CSD 19 is 15% and only 48% of high school students graduate with a regents diploma.**^{^1}

The results of the NYSED tests in ELA and Math for 2009-2010, performance data for students in grades 3 - 8 indicate that **students in CSD 19 lag far behind students in the city.** (see following chart)

^{^1} Academic data taken from 2009-2010 NYS District Accountability Report
Students meeting /exceeding standards:

Grade	ELA			Mathematics		
	CSD 19	City Wide	Difference	CSD 19	City Wide	Difference
6th	27%	40.1%	-13.1	38.8%	53.0%	-14.2
7th	24%	38.2%	-14.2	39.2%	52.6%	-13.4
8th	22.4%	37.5%	-15.1	30.7%	46.3%	-15.6

The student demographics data for CSD 19 states:

- . 87% of students eligible for free lunch
- . 13% of students are English Language Learners (ELL)
- . 11% of students have individualized learning plans (IEP)²

Plan for Attracting, Serving, and Retaining Students

The Brooklyn World Community Charter School general recruitment process will include;

- . Presentation at Community board meetings, CEC meetings, and Precinct meetings
- . Presentation to parents at PTA meetings at CSD 19 elementary and middle schools
- . Presentation to students in grades 5 and 8 in public and private elementary and middle schools, after-school programs, and youth centers in CSD 19
- . Distribution of mailings to parents of CSD 19 elementary and middle school students
- . Distribution of flyers to 6th and 8th grade students
- . Distribution of mailings to residents of CSD19
- . Visits to community-based organizations
- . Posted notices and flyers in CSD19 newspapers, churches, community centers, supermarkets, stores, shops, and apartment complexes
- . Advertisements on community television (BCAPT), and community bulletin boards
- . Rallying support from Congressman

All materials will be presented in English, Spanish, and Haitian Creole to ensure that those families who are traditionally less informed about educational choice options have access to materials.

According to NYSED Demographic data for CSD 19, 13% of the student population is classified as LEP/ELL students. To reach this population, BWCCS recruitment coordinator and staff will liaison with all the LEP/ELL coordinators and teachers of CSD 19 elementary and middle schools. BWCCS staff will reach out to the appropriate language-speaking (Spanish, Haitian Creole) community-based organizations and individuals who work with or provide services to families whose children are classified as LEP/ELL students. The school will make available to parents and families of LEP/ELL students all marketing and outreach materials in the family's native language.

To recruit students with disabilities at a rate comparable to or greater than the number enrolled in CSD 19 schools, BWCCS will implement in its recruitment efforts a set of strategies and techniques designed to attract and interest special needs students and their families. These efforts include: (1) open-house sessions held in the community geared towards parents and families of Special Education students. (2) meeting with all CSD 19 elementary and middle school special education coordinators to describe the school's program and to distribute related literature.

² <http://www.emsc.nysed.gov/psc/startcharter.html>

(3) distribution of flyers that advertise specific information about BWCCS' Special Education program printed in English, Spanish, and Haitian Creole.

Recruitment

Brooklyn World Community Charter School will use several means of recruitment to attract potential students and their families.

- Information sessions open to families, students, and the general public will be held in community centers throughout CSD 19. During these sessions parents and families of prospective students will be afforded the opportunity to examine BWCCS' curriculum including sample lesson plans, and other educational material. At these sessions they will also have the opportunity to ask questions and voice concerns.
- BWCCS' school leader and staff will inform students and families about enrollment opportunities and other program information through a variety of advertising media such as flyers, newspapers, mailings, brochures, and posted notices.
- The school will establish a website and use it as one of the means to communicate with prospective applicants.
- BWCCS' representatives will distribute recruiting materials about the school's mission, curriculum, leadership, and application process to public places such as libraries, youth centers, community agencies, stores, and supermarkets.
- Enrollment applications for BWCCS will be available online as well as at the school facility.
- The School Leader, Recruitment officer, and designated representatives will make public appearances at different institutions such as, after school programs, day care centers, elementary schools, middle schools, churches, libraries in CSD 19 to alert people to the existence of the school.
- Interested parents will be asked to spread the word within their immediate communities.
- BWCCS representatives will meet with community leaders to elicit their support in the recruitment process.
- After initial enrollment is finalized, parents of students enrolled in BWCCS will be invited to a parent orientation session. At this session, parents will meet the administrative staff, teachers, and curriculum representatives. This session will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

Meeting State and Federal requirements for ELL Students

Brooklyn World Community Charter School believes in academic equity for all of its students including English Language Learners. We will demonstrate good faith efforts to attract and retain a comparable if not greater enrollment of English Language Learner (ELL) students than that of CSD 19. BWCCS will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974.

At no time will any student suspected of being an English Language Learner be discriminated against nor denied admission to BWCCS. Any student eligible to attend a New York City public school in the appropriate grade is eligible to attend Brooklyn World Community Charter School. We estimate that 13% of our students will be English Language Learners (majority of home language being Spanish) equaling the percentage of ELL students in CSD 19 for the school year 2009 – 2010.

Once students are enrolled in BWCCS, their families will complete a Home Language Identification Survey (HLIS) in a language or format the family best understands. This instrument helps to identify any student that may be an ELL and will therefore require additional screening.. Students whose home language or first language is not English are then interviewed by staff of BWCCS in English so that an assessment of the oral proficiency of these students can be made. When this initial screening process is completed, BWCCS will conduct a formal assessment of all students who will require additional

intervention by administering the Language Assessment Battery – Revised (LAB-R). Students performing below the designated cut-off on the LAB-R will be classified as ELL students and will receive ESL services. After placement into ELL services, student achievement or progress in English Language is measured annually with the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student’s level of English proficiency is high enough for the student to exit ESL services.

BWCCS strongly believes in equity of education for all of its students. BWCCS ESL instructor will meet with administration on a quarterly basis, or as often as necessary to review the curricula and extra curriculum offerings to ensure they provide full access to all ELL students and their families. All appropriate and necessary modifications to the curricula and extra-curriculum activities will be made to ensure equal access for all.

Brooklyn Community Charter School will employ a highly qualified teacher to work with and to provide services/support to the ELL students as necessary. The school will implement a *Freestanding English as a Second Language (ESL)* program to provide instruction in English. Two organizational models will be used: (1) a push-in and (2) a pull-out. In a push-in model, an ELL teacher works with students during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out model, ELL students will be brought together for English-acquisition-focused instruction by the ELL teacher outside of the general classroom. The topics being discussed in the content class will be the topics focused on in the pull-out sessions.

BWCCS will provide professional development to all its employees in an effort to meet the needs of the ELL population. Professional development will be on-going and focused on classroom application, and meeting the needs of the students. Activities will center on language acquisition, cultural heritage, and instructional methodology, ESL methods for teaching in the content areas, research in second language learning, bilingual educational theory, and effective communication with families. The following will be invaluable to BCCS staff: **Learning Standards for English as a Second Language; The Teaching of Language Arts to Limited English Proficient/English Language Learners; Twelve Action Steps to Assist LEP students To Meet the English Language Arts Standards; Regents Strategy for Raising Standards for Students with Limited English Proficiency.**

Meeting State and Federal Requirements for Students with Disabilities

BWCCS welcomes the opportunity to serve all students including those with disabilities. We are committed to making good faith efforts to attract and retain a comparable or greater percentage of students with disabilities in comparison to Community School District 19. Any student eligible for admission to a traditional public school is eligible for admission to a public charter school, including students with disabilities. As required, BWCCS will accommodate students with disabilities, and will provide them with the necessary support including related services to help these students navigate through their courses.

Students with disabilities will be served in accordance with federal and state regulations including section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). An appropriate and free education will be provided to such students in accordance with their Individualized Education Programs (IEP), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act, and the most recent Americans with Disabilities Amendment Act (ADAA).

All special education programs and services at BWCCS shall be provided in accordance with Education Law §2853(4) (a) and applicable federal laws and regulations, in accordance with the IEP recommended by the CSE of the student's school district of residence. BWCCS will use the NYCDOE Special Education Operating Procedures Manual as its guideline for compliance.

III. SCHOOL DESIGN

We the designers and creators of the **Brooklyn World Community Charter School (BWCCS)** believe that we are not just citizens of our neighboring communities but dwellers of the world community. We believe that we are residents of the world and therefore will equip our students to be inhabitants of the community at large. We believe that in preparing our students to be disciplined and productive citizens of the twenty first century we will be forging a better world for future generations.

We desire to establish our school in the high-need district and sometimes forgotten community of East New York, Brooklyn CSD 19. This culturally diverse community includes a large migrant population the predominant countries being Guyana, Jamaica, and Bangladesh. 37% of the residents in this community are Hispanic many of whom migrated from the Dominican Republic, and Mexico. Blacks make up 49% of the residents of CSD 19.³

BWCCS will create an environment that will be totally inclusive, that will meet the academic and social needs of our students, and will satisfy both the students and their families. We at BWCCS are committed to serve the population of students in the bottom third of the achievement level, concentrating on students with special needs (Special Education-SE) and English Language Learners (ELL). BWCCS will be a 6th through 12th grade school that will prepare all of its students to be successful in college and careers. We hold true to the mantra of our President Barack Obama, "*Every child in America deserves a world-class education.*" All of us here at BWCCS are determined to provide that world-class education to the students of CSD 19.

III. a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics.

BWCCS will embrace the Common Core State Standards (CCSS) and emphasize reading and writing in all subject areas. Reading ability is the key predictor of achievement in mathematics and science⁴. BWCCS will make available intensive individualized interventions for struggling readers provided for by a qualified specialist. We will use reliable screening assessments to identify students with reading difficulties and follow up with formal and informal assessments to pinpoint each student's instructional needs. On admission to BWCCS, students will be given a formative assessment (DRA, Math skills assessment, writing sample, and Learning Interest

³ Population Division – New York City Department of City Planning, November 2009

⁴ ACT (2006)

Survey) and a summative exam for math and ELA. Based on the data collected from these formative and summative assessments a Comprehensive Academic Narrative (CAN) will be written for each child. The narrative will be outlined to answer the following three questions;

- . What can this student do? (Successes)
- . What are the concerns?

. What are we going to do about the concerns and how are we going to push the successes? (Action Plan). Each child will be assigned a Mentor Academic Coach (MAC) who will be responsible for mentoring the student throughout the school year. The MAC will help the students in his/her group of 8-

12 students understand and accomplish their individual goals. The MAC will also be responsible for completing the CAN for each student in his/her mentoring group. The CAN will be revisited at least four times a year. The MACs are subject area teachers who will meet on a weekly basis to share the information gathered about their students to identify key concepts, terms, and skills to be taught and learned.

Research has shown that integrating explicit vocabulary instruction into existing content area curriculum in content areas such as science or social studies enhances students' ability to acquire text book vocabulary⁵. Teachers at BWCCS would provide students with explicit vocabulary instruction both as part of reading and language art classes and as part of content area classes such as mathematics, science and social studies.

Students at BWCCS will be allowed regular study sessions where they are taught how to judge whether or not they have learned key concepts in order to promote effective study habits. Teachers will model and encourage students to "think aloud" in speaking or writing as they study.

The instructional process at BWCCS will focus on helping students make connections, develop critical thinking skills, and develop their voices. To encourage students to make connections to new learning teachers will ask deep questions when teaching, and provide students with opportunities to answer deep questions, such as; *what if there were no poor people? How does the slope of parallel lines compare with the slope of perpendicular lines? What caused the Japanese to bomb Pearl Harbor?* Teachers will challenge students with problems that will stimulate thought, encourage explanations, and support the consideration of deep questions.

We at BWCCS believe that every child deserves a well-rounded education. Teachers will develop standards-based integrated units of study inclusive of music and drama culminating in a project-based activity. These units of study will consist of 6-8 weeks integrated and well connected lessons with a focus on language arts and mathematics that will challenge students to think and make connections to learning in various subjects across the curriculum. We will apply the use of technology in all facets of classroom instruction where possible to address student learning challenges.

BWCCS will use portfolio assessments as a means to measure achievement and progress of both students and teachers. They will be used to measure the progress of the student and his/her movement towards the accomplishment of his/her academic goals. Teacher portfolios will be used as a part of a Professional Learning Community (PCL) to shape and share the daily instructional process. Teachers will be reflective of their students' progress or lack of progress. They will reflect on next steps and seek feedback from other educators in our school community. Students will present their portfolios to their peers and parents and discuss what they have learned and their next steps. Guided by an assessment rubric both peers and parents will be encouraged

⁵ Baumann et al. (2003); Bos and Anders (1990)
to give positive feedback to students.

III. b. Increase high school graduation rates and focus on serving at risk high school student populations (including re-enrolled drop-outs and those below grade level)

BWCCS will provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. To do this BWCCS will focus on the following four goals:-

1. Set high but realistic expectations: Teachers would provide students with enriching and challenging learning environments and involve them in tasks that are interesting and provide them with opportunities to make decisions. Activities such as writing a script for a drama production or photography for the school's newspaper are examples of such tasks.

2. Establish peers as teaching partners: The cooperative learning approach is a focus instructional strategy that will be used by teachers at BWCCS. Students work with each other in structured groups to learn vocabulary, writing, comprehension, and other reading skills. Research has shown that this program appears to have great potential for helping students achieve school success.

3. Collaborate with other professionals: Staff of BWCCS will meet weekly in grade teams to discuss students' work, review assessments, plan instruction, problem –solve, and develop Comprehensive Academic Narratives for individual students. These team meetings will include the grade teachers, special-education teachers, social worker, psychologist, counselor, reading specialist, paraprofessionals, and administrator.

4. Support family and community involvement: BWCCS will maintain positive contact with parents and families or caregivers of our students. Parents will be our partners in teaching and learning and would have opportunities to teach by sharing their expertise on “Career Day” and “Bring a Parent to School Day”. Parents and families would have opportunities to learn at our monthly Family workshops.

BWCCS will develop Comprehensive Academic Narrative (CAN) for each student during the month of September of each school year. This plan will determine the academic needs and learning style of each student. Data will be collected using DRA, WRAP, Scranton, and baseline assessments in all academic areas of instruction. Once data is obtained, staff will meet to determine what goals need to be established for students. The CAN will also be used to develop lesson plans and to drive instruction. Benchmarks will be set for each student and will be revisited at least four times a year. During the month of June staff will review all assessments including the results of all State exams and the results of the Regents exams. This data will be used to measure the academic growth of each student. In addition to these assessments, students would complete a Learning Interest Survey; the information gathered from this survey will be used to help students develop a career interest and plan for college.

The CAN will be used to plan and design courses that will address the diverse needs of each student, to differentiate instruction, and to promote academic success in order to close achievement gaps. Accelerated high school students will be offered AP classes, and will be allowed to take college credits in their senior year. Accelerated middle school students will be offered classes that will allow them to earn high school credit. They will be placed in classes that will prepare them for the Regents exam in mathematics and science.

BWCCS will provide tutorial classes for its “at-risk” students. These classes will be a part of the after-school program and Saturday academy. Students will be able to receive academic help in small groups based on their CAN. Students will be able to showcase their progress through displays, projects, and presentations. Counseling services, peer tutoring and one-to-one tutoring by a subject specialist will be offered to reenrolled drop-outs and those students whose performance is below grade level.

The staff of BWCCS will exert all effort to discourage a student from dropping out of school. Attendance will be monitored daily, and incentives will be given to motivate students to obtain 100% attendance. Home visits will be made for students who have been absent for three days or more without notifying the school. High school students who show indications of dropping out will receive extra support from their advisor and guidance counselor.

BWCCS will establish community partnership with Institute for Community Living, Inc. (ICL) a school-based mental health clinic program that provides therapeutic services to children who are at risk of failing as a result of emotional difficulties. ICL also provides support for parents through its Parent Resource Center. We will also establish relationships with Community Health Care Network – Teens P.A.C.T. (Positive Action and Choices for Teens) a program dedicated to preventing pregnancies among New York City adolescents and assisting them in realizing their personal, educational and career goals. Our students will receive invaluable information on the significance of health education, sexual decision-making, HIV and Sexually Transmitted Diseases, abstinence, contraception, effective communication, goal-setting,

building self esteem and healthy relationships through youth development.

Our students will be eligible for free swimming lessons at the Brownsville/East New York Recreational Center, an innovative facility that will provide recreational services and intensive sports mentorship to our students. BWCCS students will have access to an indoor pool, computer resource center, recital area, gymnasium and playground. Our students will also enter the annual poster contest to promote family safety sponsored by The Brownsville/East New York Child Welfare Neighborhood Networks a collaborative body of community based social service agencies that provide services to individuals and families in the East New York community.

III. c. Focus on academic achievement of middle school student populations and preparation for transition to high school

BWCCS is committed to meeting the academic and social needs of its middle school students by promoting their thinking, teaching them to be lifelong learners, and preparing them to succeed in high school. The school's focus on academic achievement will be realized in multiple ways.

Our rigorous academic program is designed to promote student learning, address their deficiencies and close achievement gaps. Our students will be exposed to a rich interdisciplinary curriculum that will challenge their thinking as they problem solve through inquiry and collaboration. Students will make real-world connections to classroom activities through expeditions as they study and investigate world communities through travel and research. Our cooperative learning classroom environment will help build student character and self-esteem, promote self confidence and ensure active student engagement.

When students enter BWCCS in the 6th grade they will begin their middle school experience with a 3-day orientation adventure expedition to the Greenkill Environmental Education Center located in Huguenot New York. Students have the opportunity to explore this 1,000 acre of open classroom where they learn pond ecology, forest ecology, orienteering, survival, and wild life studies. The Greenkill experience serves to develop a strong network of peer support, and a sense of family among students and staff. The individual needs of students become evident as students bond with each other and their teacher advisor of their learning group. This learning expedition promotes high levels of academic and social competency in our middle school students.

BWCCS has built into its schedule time for frequent collaborative planning and ongoing professional development to ensure alignment with our instructional practices and curriculum. Weekly meetings allow for content area and Grade- level collaborative planning, time for these meetings are built into the teachers' schedules. Teachers are given on-going professional development in the effective use of instructional strategies that would motivate students' interest and develop the academic proficiency that is mandatory for students to experience success in high school. Teachers would share best practices through inter-classroom visits and the viewing of video-taped lessons. This allows colleagues to make observations and give positive feedback.

BWCCS would use portfolios as a fundamental assessment tool for both students and teachers. Portfolios will be used to measure the achievement and progress of students and their movement towards the accomplishment of their academic goals. Each month sixth grade students would select two pieces of their highest quality work in each of their courses to add to their portfolio. In the seventh grade, students would continue to add to their portfolios. When students enter the eighth grade they would be expected to present their portfolios to the community (teachers, administrators, parents, peers). Portfolio pieces would reflect learning across the disciplines, along with student's reflections. Student portfolios would be mandatory for graduation from middle school. Teacher's portfolios will form part of the Professional Learning Community (PCL) to help shape and share the daily instructional process. Teachers will be reflective of their students' progress or needs. They would reflect on their next steps and seek feedback

from other educators in the school's community.

BWCCS serves students in grades 6 through 12, this structure puts us in an advantageous position to support middle school achievement as we would have become familiar with what middle school students need to succeed in high school and structure our curriculum to meet those needs. Our middle school students would have positive role models in their high school peers. Our high school students would serve as tutors and advisors to our middle school students in order to help them make a smooth transition into high school. When our middle school students move into high school we will be already familiar with their strengths and needs. We will be readily able to refer to their Comprehensive Academic Narratives (CAN) and their Learning Interest Survey to continue our work in preparing them to succeed in college and their careers.

III. d. Utilize a variety of high-quality assessments to measure understanding and critical application concepts

Teachers at BWCCS would use assessments to make informed decisions about the instruction necessary to meet the learning needs of their students. In order to create a reflective instructional program, BWCCS would use a variety of ways to collect information about where students are in meeting the Standards. Assessment can be categorized as **formative** and **summative**.

Formative Assessment is defined as assessment actions that are given to help students at the outset of learning and during the process of learning.

Summative Assessment is defined as assessment actions given after learning has occurred.

BWCCS would use both types of assessments to write **Comprehensive Academic Narratives** for all students. **Teacher observations** will be an ongoing assessment tool at our school as it focuses on what the student is doing or attempting to do. Teachers would use **Benchmarks** to establish academic goals for each student. **Anecdotal records** will be used by staff members to help monitor academic progress of students. **Rubrics** will be authentic assessment tools utilized by both teachers and students, to assess and evaluate student performance on a specific objective, assignment, or project in the ongoing process of teaching and learning. Students at BWCCS would use rubrics for self evaluation when evaluating his/her own work, and for evaluating work of their peers. This self assessment allows the student to think about the work and how to make it better. Exemplars of standard setting work would be used as models for students to measure their work against. Teachers at BWCCS would hold one-on-one **Conferences** with students to provide individualized support and instruction especially for our "at-risk" students. **Portfolio assessments** is a fundamental assessment tool at BWCCS it is compiled over time, and serves as a basis for evaluation and student self reflection. **Math journals** would be mandatory in our mathematics classrooms to enable students to express their mathematical thinking and explain the strategies they used in problem solving. Students will also use their **math journals** to reflect upon their own learning and to engage in dialogue with the teacher concerning mathematical questions. These formative assessment strategies involve students in the assessment process, help them to take ownership of their learning, build their confidence and promote success.

III. e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision making, and effectiveness.

BWCCS planning team believes that in order to prepare our students to become thinkers and life-long learners, we not only have to provide them with an academic program enriched with learning experiences, but hold our teachers and staff accountable for students' performance and growth. We will accomplish this through the use of assessments and through the collection of pertinent data on individual students, student cohort performance gaps and comparison with similar student populations. Instructional staff would use data to constantly track students' progress. Teachers will have conversations with students and their parents about their performances on baseline and midline assessments and set individual goals for each student. These conversations with students and their parents will be held at the beginning, middle and end of the school year.

Administrators will use the Scantron Performance Series to identify gaps and weak points in the curriculum. The BWCCS Board of Directors and the school leader through collaboration will determine the fundamental stages of planning in order to develop and implement goals and tools to aid in the use of performance data. It's purpose is to ensure mastery of curriculum, to enhance and improve classroom instruction, to ensure that analytical tests are aligned to the NYS learning standards and the Common Core Curriculum with the end results demonstrating a marked improvement on the State exams.

BWCCS will implement a locally developed school improvement model called Funds for Teachers which will give our teachers and staff the opportunity to participate in professional development workshops. These workshops will provide the additional skills and knowledge needed to help our students succeed. Individual teachers or teams of teachers may apply for grants of \$5,000 or \$10,000. Funds for Teachers also provide 3 and 5 day seminars for middle and high school teachers. Some topics that are covered in these seminars include Leadership, Student-Engaged Assessment, and Differentiation in EL Classrooms, Reading and Science.

In our effort to prepare our students to meet the demands of the twenty first century and to effect the integration of technology across disciplines, our math, science, and technology teachers will be required to attend the TI conferences and workshops given by Texas Instruments throughout the year. At these conferences and workshops teachers learn about TI's latest products and offerings, including the new Algebra Nspired and Geometry Nspired online resource center. Teachers also get hands-on training with TI technology and learn how to effectively integrate it into the subjects they are teaching. All math teachers will be members of the National Council of Teachers of Mathematics (NCTM) attend their workshops and seminars, and share best practices through subscribing to the monthly journals.

Project-Based Learning is a standards-focused approach that uses curriculum standards and aligned assessments to determine what a student has learned. This approach will be used by BWCCS in an effort to clarify students' thinking and help them make connections that will link essential workplace skills and life long habits of learning. This approach helps teachers draw on the resources of the community to move projects from the classroom to the real-world.

BWCCS will factor into the teacher's schedule time for collaborative planning and professional development. Staff meetings will be held once a month to facilitate professional development workshops and seminars. Grade-level and content area collaborative planning will be held on a weekly basis. Our teachers and staff would be required to attend **3-day weekend staff retreats**.

These professional development retreats would be given three times during the school year, in the months of August, February, and June. The focus of these retreats would be Instructional Practices related to the teaching of Literacy and Mathematics with emphasis on cooperative learning strategies, project-based learning and differentiated instructions.

III. f. Partner with low performing public schools to share best practices

The planning team of BWCCS has established relationships with almost every elementary school in CSD 19. We have also fostered ties with many middle schools and a few high schools. Our planning team has this advantage because many of its members are educators who are presently employed in schools in CSD 19. The vision of BWCCS is to develop a community of learners in CSD 19 and our mission statement articulates the results of such a vision. BWCCS recognizes therefore the importance of partnership and teacher interaction. By sharing best practices teachers and leaders can learn from each other, support each others weaknesses and celebrate each others strengths while simultaneously effecting positive change in our students' academic and social behaviors.

III. g. Demonstrate the ability to overcome start-up challenges to open a successful school through

management and leadership techniques

BWCCS demonstrates its ability to overcome start-up challenges and ensure a successful opening by establishing strong partnerships and attracting team members who are experts in the fields of educational leadership, business and finance. We have on our team two leaders and administrators, a retired principal who led a successful innovative public middle school in CSD 19 for thirteen years, and an assistant principal who is an active administrator of a public middle school in CSD 19. BWCCS has formed partnerships with the following persons and organizations:-

- . Ed Towns Member of Congress <http://www.house.gov/towns/>
- . New York Association of Black School Educators (NYABSE)
- . Depository Trust Clearing Corporation (DTCC) <http://www.dtcc.com/>
- . Long Island University (Extension Program)
- . Academy of Educational Development (AED) <http://www.aed.org/>
- . Institute for Community Living (ICL) <http://www.iclinc.net/>
- . New York Life – Mr. Mark Lewis
- . Sponsors for Education Opportunity (SEO) <http://www.seo-usa.org/Home>
- . Groundwork Inc.,
- . Experiment in International Learning (EIL) <http://www.experimentinternational.org/>

With the support of these partnerships and experts BWCCS will be more than able to overcome start-up challenges in strategic ways.

III. h. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district

BWCCS is committed to partnering with the school district CSD 19, and its residents and organizations. Members of the planning committee will be presenting the school to the members of Community Board #5 at its next meeting Wednesday February, 23 2011. We have already made contact with them via a telephone conversation.

BWCCS has recently begun the process of collecting signatures from families in the community whose children will be eligible to enter the sixth or ninth grade for the school year 2012 – 2013.

To date we have collected close to 50 signatures and each parent to whom we spoke expressed an overwhelming desire to support our school. We will continue to reach out to community leaders of CSD 19. We are presently seeking to set up a meeting with the congressman for the district to present the school to him and to rally his support.

BWCCS has begun to establish partnerships with community based organizations (CBO) and has established a partnership with Institute for Community Living (ICL) a school-based mental health program that provides therapeutic services to children who are at risk of failing at school as a result of emotional difficulties. ICL will service our “at risk” population and provide education and support for parents and families who face emotional and behavioral challenges.

III. I.-Provide access to viable education alternatives to students in regions where there are lack of alternatives

From the District Accountability Report in Section II it is evident that students in CSD 19 are not receiving the “world class” education to which they are entitled. Faced with a high school dropout rate of 15% and a mere 48% of high school seniors graduating with a regent’s diploma CSD 19 has been identified by the NYSED as a District In Need of Improvement (DINI). BWCCS will provide its students with alternatives that will allow them to achieve success in high school and careers. BWCCS will use its focus on the study of world communities to provide rigorous and relative instruction to better engage students in learning and provide the skills needed to graduate and serve them after they leave school.

Students of BWCCS will not only engage in challenging work using technology to conduct research and design multimedia projects within the classroom environment, but they will also immerse themselves in real-world projects through their community-oriented collaboration. Access to skill-oriented programs, the artist-in-residence program, apprenticeship with community artisans, and participation in community based service corps will provide opportunities for BWCCS students, and in particular our special education and ELL populations to measure success in a more sensible, sensory and creative way.

Support for our students during a skills oriented program for example, will be provided bi-monthly, having in mind appropriate content standards and collaborative expeditions which will involve the student, teacher, school counselor, and community supervisor. The incorporation of career themes will make learning more realistic, practical and interesting to students.

Non –profit organizations such as AmeriCorps and Learning leaders will offer opportunities for our students to look at aspects of real-life experience and translate these experiences into viable education alternatives. Students will be able to volunteer service equivalent to community service, but will engage in real work tasks which will help them make meaningful life choices. As viable alternatives, students will be able to sharpen their own critical faculties through their direct involvement in and acquirement of training skills.

The Brooklyn Transition Center (BTC) will provide opportunities for our special needs and ELL students to experience similar success in vocational careers such as cosmetology, automobile mechanics, and corporate security guards.

Planned trips and participation in local and state conferences and technical exhibitions will further BWCCS students choices to become active contributors both in their community and in the global world.