



[BROOKLYN NEW SCHOOL PS 146]

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (15K146)

ADDRESS: 610 HENRY STREET

TELEPHONE: 718 923-4750

FAX: 718 923-4780

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K146 **SCHOOL NAME:** Brooklyn New School

SCHOOL ADDRESS: 610 Henry Street Brooklyn New York 11231

SCHOOL TELEPHONE: 718 923-4750 **FAX:** 718 923-4680

SCHOOL CONTACT PERSON: Anna Allanbrook **EMAIL ADDRESS:** aallanb@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ann Helmer

PRINCIPAL: Anna Allanbrook

UFT CHAPTER LEADER: Regina Gori

PARENTS' ASSOCIATION PRESIDENT: Jessica Dineen

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan/ Joseph Cassidy

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Anna Allanbrook	*Principal or Designee	
Regina Gori	*UFT Chapter Chairperson or Designee	
Jessica Dineen	*PA/PTA President or Designated Co-President	
Jennifer Fleming	Member/Staff	
Ann Helmer	Member/Staff	
Ann Rosen	Member/Staff	
Regina Godfrey	Member/Staff	
Ilana Friedman	Member/ Staff	
Deborah Levine	Member/ Parent	
Sahr Ali-Chow	Member/ Parent	
Kristin Krase	Member/ Parent	
Teri West	Member/ Parent	
Cynthia Idlett	Member/ Parent	
Courtney Aison	Member/ Parent	
Caroline Thaler	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

THE BROOKLYN NEW SCHOOL (BNS) has 25 classes, pre-K through fifth grade, with a current enrollment of approximately 620 children. BNS was founded in 1987 by parents and teachers who wanted to create a school with a racial, ethnic and economic balance, where children engaged in active learning, where children of different skill levels work together, and where parents are involved in their child's education.

BNS is committed to academic and personal success for all students. We believe that children are creators of meaning in their own lives. They are naturally thoughtful and curious, and they work to gain understanding of the world they inhabit. When the adults who care for children foster this effort, children become life-long learners.

BNS students master concepts as active thinkers and doers. Math, science, social studies, art and music are integrated in hands-on exploration. Children study the city, the environment, history and culture. They learn to ask questions, use tools to measure, make estimates and draw conclusions about what they see and feel. Children learn their ties to other people, to the past and to the future. They become stronger readers and writers by using reading and writing as tools to carry out their investigations.

BNS is a diverse learning community. Instruction is experiential and hands on with a standards based curriculum that also focuses on children's individual needs and interests. Adults model life-long learning by engaging in ongoing professional development. The governance structure assures collaboration among parents, staff and administration.

Our inquiry based curriculum enables students to problem solve and to effect change. They apply knowledge gained in school to real life situations. Students develop projects with teachers in and outside of the classroom.

We are committed to education which stresses cooperation rather than competition. Classes are not tracked and there is no gifted program.

There are six collaborative team teaching classes and three self-contained special education classes. An IEP coordinator, special education coordinator, speech and language teachers, occupational therapists, physical therapist and guidance professionals are available to meet special learning and social needs.

BNS families are crucial in their children's education. To inform this partnership, our teachers write descriptive progress reports and every family is scheduled for at least two half-hour conferences each year with their child's teacher. During the first three weeks of school, teachers schedule 10-minute introductory meetings for the parents of every student. Teachers and families also communicate regularly through notes and letters sent via the student's folder.

Families are seen as unique resources for the entire school and are welcome in every classroom. Participation is encouraged, whether it involves coming on a class trip, a weekly or monthly commitment to help with a

particular classroom activity, volunteering for our Parent Tutor program, or a contribution focused around an annual event such as the Curriculum Share.

Spanish language and Latino culture are important parts of the school-wide curriculum. All children attend Spanish classes.

BNS is pleased to have a partnership with Brooklyn Arts Exchange, which provides creative dramatics and movement to all classes. Music is taught to all students.

BNS is part of the Resolving Conflicts Creatively Program. Students learn and practice conflict resolution in peace education lessons. Older students serve as peer mediators. Student teachers come to train at BNS from many education programs, including Bank Street, Brooklyn College, LIU and NYU.

Brooklyn New School maintains a well equipped computer lab. Each classroom has an extensive library, and classroom computers are distributed throughout the school.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The results of this year's citywide assessments corresponded more closely and the school's internal assessments. While the decline in some areas may be perceived as negative, it acknowledges much of what we know about our children in regard to their understandings in literacy and math.

One of our greatest accomplishments has been our identification of children not meeting the standards that the teachers have put in place. Together, our staff has identified reading and math benchmarks for all grade levels, pre-k through grade five. And as well our intervention staff has implemented identification procedures for children at risk. These procedures are research based and enable us to identify at a very early age, children who need extra support in kindergarten and grade one. We have also developed research based identification procedures for our students in the upper grades. Using these procedures, we screen approximately forty percent of our students and then offer extra intervention to those children who qualify. These are children who are not necessarily failing, but who need further support to be solidly on grade level.

In math, we use a continuum to indicate benchmarks for understanding and mastery of math skills and strategies. Teachers administer formal and informal assessments and enter data on the continuum to monitor each student's mathematical development. This tool is now used as a part of the teachers' daily practice so that we have the necessary data to inform student instruction and be able to target students and specific concepts for remediation or enrichment.

We have also accomplished the development of a school reading continuum aligned with grade level benchmarks for understanding and mastery of reading skills and strategies to foster early identification of students who need additional support to make progress.

This year, the teachers are working on developing a school writing continuum aligned with grade level benchmarks for understanding and mastery of writing skills and strategies to foster early identification of students who need additional support to make progress. This continuum will be developed by the end of the year allowing for its use the following year.

We have implemented highly effective identification procedures for struggling students and we are able to figure out the areas in which the children need reading, writing, and math support. The question is what tools, what interventions, what supports will actually move the children in these areas of need. We must continuously ask ourselves whether our practice is effective for the individual child. Training of teachers in a range of intervention systems is ongoing. Sharing ideas happens among our highly qualified staff at weekly meetings. Professional development through Bank Street College, Teachers College, Math in the City and other specialized trainings from institutions with expertise in learning enable us to look for a range of ways to support our learners. We believe that it is important to recognize that all of these strategies can be effective, but each child may need a different menu of services and it is our job to devise the correct menu, which is not always easy.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

BNS will implement strategies to ensure that our students with IEPs are being appropriately serviced and making progress in their identified areas of need so that 90% of them will meet the goals of their IEPs by June 2011.

BNS will implement our reading benchmarks continuum as a tool for recording acquisition of reading skills according to grade level expectations for 100% of our students.

During this school year, BNS will develop a writing continuum that is aligned with the writing curriculum to indicate grade level benchmarks for Kindergarten through Grade 5, as a tool for teachers to use in recording data and accessing data of each child's progress in the acquisition of writing skills according to grade level expectations for performance.

BNS administrators will increase the number of observations and classroom visits by 100% in order to provide feedback and support teacher practice and as well to support the continuous collaboration of staff.

By June 2011, 100% of BNS teachers will receive professional development in math to develop greater understanding of children's mathematical thinking.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>BNS will implement strategies to ensure that our students with IEPs are being appropriately serviced and making progress in their identified areas of need so that 90% of them will meet the goals of their IEPs by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>BNS has increased the percentage of special education students to about 30%. To ensure that all of these students are appropriately serviced, BNS has restructured its program to include a special education coordinator and an IEP coordinator who will collaborate to oversee programming. The special education coordinator will work together with the IEP coordinator to monitor the implementation of IEPs. Their focus will include professional development for teachers and paras to support differentiated instruction, and as well, careful review of IEPs to create opportunities for mainstreaming and other forms of individualized support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Special Education Teacher(TL DR Stabilization) IEP Coordinator Paras will be trained to do their enter dates and to work with their assigned students. Per session para money will fund the training.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Compliance monitoring will indicate special education services have been put in place. At Interim Progress meetings teams will review progress towards goals to determine that students are on target to meet IEP goals. Annual Reviews will indicate that 90% of our students with IEPs have met the goals by June 2011.</p>

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Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>BNS will implement our reading benchmarks continuum as a tool for recording acquisition of reading skills according to grade level expectations for 100% of our students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In the school year 2009 to 2010, BNS teachers developed a reading benchmarks continuum for pre-k through fifth grade. In the school year, 2010 to 2011, this continuum will be put into a File Maker Pro program and used to ensure a school-wide system for recording each student's progress on the reading continuum. Having developed the reading benchmarks continuum, it will now be necessary to create a software program for teacher use. This program will be added to our database program of all of our students. As teachers assess students in reading, they will record their findings into this program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Shirley Soo Hoo, our math coach, (TL DR Stabilization) who created a similar program of math benchmarks will support Beth Foresta, our data specialist, will oversee this work once she returns from a maternity leave in December. She will be paid to do this work through the data specialist funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By December, Beth will have created this software program. By February, she will have introduced this tool to the staff. By the spring 2011, teachers will record their findings into this program.</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During this school year, BNS will develop a writing continuum that is aligned with the writing curriculum to indicate grade level benchmarks for Kindergarten through Grade 5, as a tool for teachers to use in recording data and accessing data of each child’s progress in the acquisition of writing skills according to grade level expectations for performance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>BNS will begin the process of developing a writing continuum to add to its already developed reading and math continuum. A team comprised of teachers across grade levels will meet bi-weekly, beginning in December 2010. The team will review progress reports, First Steps Writing Development Continuum, and grade level curriculum maps for all grade levels.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per Session/Diem funds provided to Inquiry teams will be used.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>An outline for benchmarks for all grade levels will be drafted and presented to the entire staff in February 2011 for review and feedback. In March 2011, the BNS continuum will be entered into the school data base for teachers to enter data for each student in his/her class In June 2011, the staff will assess the value of this tool.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Administrative Staff Observations

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>BNS administrators will increase the number of observations and classroom visits by 100% in order to provide feedback and support teacher practice and as well to support the continuous collaboration of staff.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responses to the school survey by teachers showed that approximately one third of them desire more opportunities for observations by school administrators and the opportunity for more pre and post conference meetings. It will also be important to continue to emphasize teacher collaboration. The Assistant Principal and Principal will begin observations in September 2010. All untenured teachers will be observed four times during the year. Tenured teachers will be observed three times. The post conference meetings will generate ideas for future professional development and teacher inquiry.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Assistant Principal And Principal salary. (TL Fair Student Funding)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Assistant Principal and Principal will begin observations in September 2010. By November, all teachers will have been observed at least once. All teachers will have received written feedback and conferences, By March all teachers will have been observed twice. By June 28th, all untenured teachers will have been observed four times during the year. Tenured teachers will have been observed three times. The post conference meetings and written reports will generate ideas for future professional development and teacher inquiry.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of BNS teachers will receive professional development in math to develop greater understanding of children’s mathematical thinking.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Over the summer, teachers read <u>Children’s Mathematics Cognitively Guided Instruction</u> by Thomas Carpenter. In the fall, professional development will review the text and teachers will have the opportunity to view videos of BNS students solving basic math problems. Teachers will analyze student thinking and discuss strategies for instruction. Through reading this book and observing videos of students solving math problems, teachers will develop an understanding of how children learn number concepts.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The 2009- 2010 supply budget paid for the books. Inquiry funds will pay per session/per diem for teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By September, 2010 all teachers will have read <u>Children’s Mathematics Cognitively Guided Instruction</u> by Thomas Carpenter. In December 2010, three Monday staff meetings will analyse students’ acquisition of number sense. By spring, 2011, teachers will implement lessons related to this professional development.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18		N/A	N/A				
1	2	12	N/A	N/A				
2	29	30	N/A	N/A	1			
3	34	15	N/A	N/A	2			8
4	24	20			7			6
5	15	23			6	1		6
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Reading Room; Great Leaps; Wilson; 1:1 tutoring	Students in Grades 1 through 5 meet in small groups with a reading intervention teacher. Service can be push-in or pull-out. Teachers offer reading comprehension, phonemic awareness, Wilson Reading, and content-area reading during the school day.
Mathematics: At-risk Math; Great Leaps math	Students in Grades 1 through 5 meet in small groups with a math support teacher or the math coach. Services are push-in and pull out. Volunteers support students in Great Leaps math program
Science:	
Social Studies: Content area reading support	Intervention teachers support students in content area reading comprehension strategies.
At-risk Services Provided by the Guidance Counselor:	Bold Hope after school family group counseling is offered by the Guidance Counselor in collaboration with the Red Hook initiative. Guidance Counselor meets with non-mandated students for specific needs. The guidance counselor runs an at risk social communication team building group.
At-risk Services Provided by the School Psychologist:	Counseling
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Asthma Initiative Program from Beth Israel

level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Brooklyn New School has 25 classes, pre-k through fifth, with a current enrollment of approximately 620 children. We provide ESL services to entitled general education and special education students from kindergarten through fifth grade. At present, 21 students at BNS are English Language Learners. Our 21 ELLs speak a variety of languages, including Spanish, Japanese, Cantonese and Mandarin. Based on parent choice, BNS offers our ELLs a Freestanding English as a Second Language Program with 100% of instruction in English. All of our ELLs are served through a push- in/pull- out ESL program with a New York State permanently certified ESL teacher. Our ESL program provides our beginning and intermediate ELL students with 360 minutes of ESL instruction per week and our advanced students with 180 minutes. We offer our ELLs English language skill development and content area instruction using ESL methodology. The goal of our program is to foster full English proficiency in a supportive classroom environment. Our push-in/-pull- out model supports our standards-driven curriculum and utilizes the six effective researched-based scaffolding techniques (modeling, bridging, contextualization, schema building, text-representation and meta-cognition) to assist our ELLs in the development of academic language and literacy.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development is a high priority at Brooklyn New School. At our weekly Monday afternoon staff meetings, we will continue to offer ongoing study groups with a focus on support for ELLs in meeting ESL and ELA Standards. Furthermore, we will provide professional development in second language acquisition, including scaffolding learning for ELLs. Professional development through Bank Street College, Teachers College, and other specialized trainings from institutions with expertise in ELL learning enable us to look for a range of ways to support our learners. We believe that it is important to recognize that all of these strategies can be effective but each child may need a different menu of services and it is our job to devise the correct menu, which is not always easy.

Section III. Title III Budget

School: 15K146 BEDS Code: 331500010146

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$37,312	2.5 ESL Teacher
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	\$500	Professional Development Workshops
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed.	\$1000	Books on Tape, Leveled Books, Wilson Materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$38,812	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When a child is first admitted to Brooklyn New School, parents are required to fill out a Home Language Identification Survey (HLIS). ATS and Emergency Contact cards as well as the HLIS are all recorded, collected and maintained by the Pupil Personnel Secretary and the Parent Coordinator. This enables trained school staff to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal interview is held with the family in the native language, administered either by our bilingual Day School Secretary, responsible for our pupil accounting, or one of our many bilingual teachers trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish to children whose native language is Spanish. Our NYS certified ESL teacher administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The 21 identified families speak Spanish, Japanese, Cantonese, and Mandarin. Since we have such a small number of these families, our parent coordinator is able to meet with each of them separately during the registration period. Teachers of students whose parents do not speak English are informed and translation of written materials is provided as much as possible. Parents of our ELL students receive invitations in their home language to attend parent-teacher conferences at least three times each school year. Families are informed that oral interpretation will be provided through letters to the families of these identified students.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Progress reports, letters from the school to families, and other documents are translated for families of identified students. Dual language staff members provide translation services in a timely manner so that all families can be included in our school community.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation is provided as needed for parent-teacher conferences, educational planning conferences, and other occasions when translation is required. Dual language staff members provide interpretation services in a timely manner so that all families can be included in our school community.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are notified in their home language of all official notices, school communication, conference dates, progress reports and other communications through our process of identifying families through the home language survey. Our families receive timely notification and are included in all aspects of the school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

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

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).

None of our students are living in temporary housing. Our STH Liaison is Regina Godfrey. She is responsible for having our pupil accounting secretary enter and update housing status codes in ATS, and tracking and providing interventions and support services to STH.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

When students arrive, our parent coordinator meets extensively with the parents and the social worker from the shelter. In addition, we provide school supplies such as backpacks, notebooks, and folders to provide for a seamless transition. Teachers work closely with the families to support them in this difficult time. Teachers meet with parents when their children enter the class and stay in touch on a weekly

basis. Students are assessed and receive intervention services as needed. They work with the guidance counselor and in small intervention programs.

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 in your Children First Network.

We have no allocation this year.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 146					
District:	15	DBN:	15K146	School		331500010146

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		93.8	94.8	94.0
Kindergarten	90	100	107				
Grade 1	90	98	102	Student Stability - % of Enrollment:			
Grade 2	88	86	92	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	82	89	93		97.6	98.4	98.0
Grade 4	89	90	93				
Grade 5	83	90	96	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		21.6	23.0	25.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	1	3
Grade 12	0	0	0				
Ungraded	0	2	0	Recent Immigrants - Total Number:			
Total	558	591	619	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	29	36	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	56	59	55	Superintendent Suspensions	0	0	0
Number all others	31	42	69				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	44	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	6
# receiving ESL services only	11	13	TBD				
# ELLs with IEPs	0	4	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	7	17

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.7	100.0
				% more than 2 years teaching in this school	76.2	77.3	84.1
				% more than 5 years teaching anywhere	61.9	61.4	77.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	95.0	95.5
American Indian or Alaska Native	0.4	0.3	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	31.7	29.6	33.1				
Hispanic or Latino	25.6	22.2	22.3				
Asian or Native Hawaiian/Other Pacific	8.1	7.6	7.3				
White	33.5	35.5	36.2				
Male	50.0	48.9	50.1				
Female	50.0	51.1	49.9				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v	-				
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 102	District 15	School Number 146	School Name Brooklyn New School
Principal Anna Allanbrook		Assistant Principal Regina Godfrey	
Coach Shirley Soo Hoo		Coach type here	
Teacher/Subject Area Katherine Sorel		Guidance Counselor Yolanda Holland	
Teacher/Subject Area Abby Vaughn		Parent	
Teacher/Subject Area type here		Parent Coordinator Amy Sumner	
Related Service Provider Katherine Anderson		Other type here	
Network Leader Alison Sheehan		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	620	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	3.39%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a child is first admitted to Brooklyn New School, parents are required to fill out a Home Language Identification Survey (HLIS). This enables trained school staff to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal interview is held with the family in the native language, administered either by our bilingual Day School Secretary, responsible for our pupil accounting, or one of our many bilingual teachers trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish to children whose native language is Spanish. Our NYS certified ESL teacher administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.

2. Parents of newly enrolled students at BNS are involved in all aspects of decisions affecting their child's education. Once a child has been identified as an English language learner, parents are notified of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator with the assistance of our ESL teacher. During the orientation, parents view a parent information DVD in their native language as well as receive translated materials about the three ELL programs available to them, Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are given the opportunity to ask questions and speak to our bilingual staff.

3. Our school ensures that entitlement letters are distributed and returned. At the end of the parent orientation, school staff collects the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator makes sure all forms are returned. She personally contacts parents via phone and email. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.

4. Parents are informed that once the LAB-R is administered to their child, within 10 school days, they will be notified in writing in both English and their native language of their child's eligibility and placement in a program of their choice, if possible. Parents are told that our ESL teacher administers the LAB-R, a test that establishes English proficiency level. Those children that score at or below proficiency become eligible for state-mandated services for ELLs. Our school makes every effort to stay in close contact with ELL parents through one-on-one meetings, phone conversations and informational packets, all translated into the native language.

5. Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, Brooklyn New School offers a Freestanding ESL program with 100% of instruction in English. This has been the trend in program choice that parents have requested for the past few years.

6. The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	0	7	2		2				21
Total	19	0	7	2	0	2	0	0	0	21

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	1	3	1	1								11
Chinese	2	1												3
Russian			1											1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	1											5
TOTAL	7	6	3	3	1	1	0	21						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. ELL instruction at BNS is organized through a pullout model in kindergarten through grade five. Because our ESL teacher works at our school for 2 ½ days a week, all day Mondays and Fridays and half days on Wednesdays, our heterogeneous ELL kindergarten/1st grade group of students is pulled out for three 45- minute periods on Monday and Friday mornings and two 45- minute periods on Wednesday afternoons. Our heterogeneous grade two through grade five ELL group is pulled out for three 45-minute periods on Monday and Friday afternoons and two periods on Wednesday afternoons. Our Advanced Level ELLs return to their classrooms after two periods on Mondays and two periods on Fridays and do not attend the Beginner/Intermediate K-5th grade group on Wednesdays.

2. This schedule allows us to meet the linguistic needs of all our ELLs and ensures that our beginner and intermediate ELLs receive 360 minutes of ESL instruction a week and advanced ELLs receive 180 minutes of ELL instruction a week. In addition, our advanced ELLs receive 180 minutes of ELA instruction in their classrooms as required under CR Part 154. Furthermore, all our Beginner and Intermediate ELLs receive 90 minutes of daily Native Language Arts and our Advanced ELLs receive 45 minutes of Native Language Arts a day. Because our ESL population is so small, the number of instructional minutes our ELL students are receiving is easy monitored by both our Parent Coordinator and our administration.

3. Our ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our Balanced

Literacy approach follows the workshop model of Teachers College. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. We believe that when ELLs are given appropriate school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers.

4. Because BNS is a diverse learning community, our instruction needs to be differentiated. Furthermore, our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching by varying content, process and products. Presently, we have no SIFE students. BNS has a plan for ELLs in school for less than three years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our buddy system pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention, such as Wilson Reading and Great Leaps, is also offered to our newcomers. Newcomers are encouraged to attend our After School Program and make social connections. Additionally, to prepare for ELA testing after one year, our newcomers are given individualized student needs assessments, with an AIS plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLs receiving service 4 to 6 years involves intensive daily academic intervention in Wilson Reading, Guided Reading, Great Leaps and small group math pullout support. BNS has never had any Long-Term ELLs.

One of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Collaborative Team Teaching program. We began with one third grade CTT class several years ago, and slowly expanded the program so that there is now one CTT class in each grade K-5. Students who need more continuous support than they receive in SETTS, but who do not require the intensive support of a smaller 12:1 classroom, now have an appropriate supportive classroom placement in our school. With six CTT classes, two 12:1 classes, and numerous general education students receiving SETTS, speech/language support or occupational therapy support, we now have a larger number of special education ELLs. This year, seven out of our twenty-one English language learners have their own Individual Education Plans, reflecting their individual needs and goals. Our plan for these students has been collaboration between the ESL teacher, the classroom teacher and the IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, our ELL students with special needs receive intervention in Wilson Reading, Guided Reading, Writers Workshop and Great Leaps.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
--------------------------	------------



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Content area instruction at BNS is delivered in English. Math, science, social studies, art and music are integrated in hands-on exploration. Children see the city, the environment, history and culture. They learn conclusion about what they see and feel. Children learn their ties to other people, the past and to the future. They become stronger readers and writers by using reading and writing as tools to carry out investigations. Our inquiry based curriculum enables students to problem solve and to effect change. Children apply knowledge gained with teachers in and outside of the classroom. Instruction is experiential and hands-on with a standards-based curriculum that also focuses on children's individual needs and interests. Instruction in our early grades makes use of concrete materials and manipulatives that make meaning easy for ELLs to grasp.

BNS has a comprehensive Academic Intervention for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services, offered in the English language. All our supplemental programs for ELLs are embedded within the extended scheduled day, which begins at 8:30 AM and ends at 3:20 PM. Our extensive AIS program offers Reading Room, Reading Recovery, Great Leaps, Wilson Reading, Foundations and 1:1 tutoring to ELLs in grades one to five with a licensed reading intervention specialist. Additionally, teachers offer reading comprehension, phonemic awareness, Wilson Reading and content area reading during the school day. In the area of mathematics, BNS offers At-Risk-Math and Great Leaps Math to our ELLs. Furthermore, teachers, volunteer, our Math Staff Developer and our Math Coach offer extended day math to small groups of students, including ELLs.

6. Our Transitional Student Support Plan ensures that ELLs who pass the NYSESLAT receive continuing testing accommodations and academic support for two years. This transitional support includes Guided Reading, Writers Workshop, Wilson Support and extended day math.

7. For the upcoming school year we will expand our Academic Intervention Program by increasing our AIS staff and extending the program to accommodate many more children. Additionally, conversational English classes for ELL parents will be considered for the upcoming school year.

8. There are no programs or services for ELLs that will be discontinued.

9. Our ELLs are afforded equal access to all school programs. Our extensive After School program is available for all BNS students, including ELLs. A range of workshops and activities is offered in this program including basketball, jewelry making, dance, hip-hop, chess, soccer, photography, music, reading and math.

10. The materials used in our Freestanding ESL program are aligned to the core curriculum. This includes the use of high interest/low level texts and primary sources. Materials also include native language sources and instructional technology to support both English and the mother tongue of our English language learners. Moreover, BNS maintains a state-of-the-art computer lab with a smart board, and computers are distributed in classrooms throughout the school.

11. As part of our Extended Day, ELLs receive native language support and instruction from our large bilingual staff. Recognizing that reading and writing in the native language supports the acquisition of English, BNS has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. Furthermore, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Spanish language and Latino culture are important parts of the school-side curriculum. Because educators at BNS recognize that that children's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Additionally, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, story maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, pictures, student work and charts modeling correct language usage.

12. All required services support and correspond to ELLs' ages and grade levels.

13. Brooklyn New School offers ELLs and their families many opportunities to ease the transition into our school. During the month of May, incoming students and their families attend orientation, meet our staff and visit our classrooms. In addition, our New Families Picnic, held every June in Prospect Par, enables new students, including ELLs, another opportunity to meet our staff and get to know other children who will soon be attending school. During the month of August, classroom teachers welcome all of their new students with an introductory letter. This letter is translated into the home language of our new students. Additionally, on the first day of school, BNS holds two parent orientations, one early in the morning and another later in the afternoon. To meet the needs of parents of ELLs, we provide oral interpretation and translation services at all our activities, with the assistance of our dual language staff members and volunteers from our active parent body and community.

14. ELLs at our school are offered Spanish language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development, provided by school staff, is a high priority at Brooklyn New School. Our ESL Teacher has recently attended Quality Teaching Workshops in addition to Wilson Program training. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Monday afternoon staff meetings, we continue to offer ongoing study groups with a focus on support for ELLs in meeting ESL and ELA Standards.

2. At our weekly Monday afternoon staff meetings, our Guidance Counselor provides staff with information about local middle schools that specifically service ELLs as they transition from elementary school to middle school.

3. Our ESL teacher, in collaboration with our large bilingual staff, provides professional development, including the minimum 7.5 hours of ELL training for our administrators and staff in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating instruction for our English language learners. Non-ELL teachers, paraprofessionals, School Based Support Team, our Guidance Counselor and our Speech Therapists also attend the training. As a community we examine our curriculum maps and units of study and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. BNS families are crucial in their child's education. To inform this partnership, our teachers write descriptive progress reports and every family is scheduled for at least two half-hour conferences each year with their child's teacher. Teachers and families also communicate regularly through notes and letters sent via the student's folder. Families are seen as unique resources for the entire school and are welcome in every classroom. Participation is encouraged, whether it be coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity or a contribution focused around an annual event such as the Curriculum Share. Our welcoming school environment celebrates diversity and encourages parent of English language learners, as well, to become part of our school community by participating in informal morning breakfasts, writing celebrations, Parents-As -Partners classroom events, parent workshops and school trips. Displays of student work in the main entry of our building and outside all classrooms greet our ELL family members as they drop off and pick up their children. In addition, parents of ELLs are invited into our classrooms to share their culture, language and life experiences. Parents of English language learners are a valuable resource within the classroom and often assist BNS teachers with cooking, art projects and musical performances. As required by Part 154, we offer Parent Orientation Workshops to parents of new ELLs in September and when necessary, throughout the school year. We also offer two other workshops, which address such topics as Homework and Study Skills and Understanding Your Child's Curriculum, to parents of ELLs during the school year. In addition to the mandated workshops, our Parent Coordinator offers monthly workshops and all our ELL parents are invited. Translation is available as needed during these events. Topics of these workshops range from ELA/ESL Standards and Assessments to Promotional Policy.

2. Brooklyn New School partners with several agencies and community based organizations that provide workshops and services to ELL parents. Our Guidance Counselor offers Bold Hope After School Family Group Counseling in collaboration with the Red Hook Initiative. The Red Hook Initiative also provides bilingual counseling to families of our English language learners. In addition, Heartshare provides grief counseling and family counseling. Good Shepard Services offer kinship care and grandparents share. Furthermore, we offer building space to local community service providers.

3. Brooklyn New School evaluates the needs of the parents by involving them in decision making at every level, including hiring teachers.

4. Parental involvement activities address the needs of the parents by providing BNS parents a space in our Parent Room to meet other families and come together to support and influence school decisions. Our school is governed by a coalition of parents and staff. Our Parent Teacher Association and School Leadership Team meet monthly. These meetings are open to all members of the school community, including parents of ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	6	2	1										12
Intermediate(I)	2		1	1										4
Advanced (A)	2			1	1	1								5
Total	7	6	3	3	1	1	0	0	0	0	0	0	0	21

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1											
	I	1	1	1										
	A		1	2										
	P		2		2	1	1							
READING/ WRITING	B	1	5	2										
	I			1	1	1								
	A				1		1							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5					1				1
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Brooklyn New School uses the ECLAS-2 and the Fountas and Pinnell to assess the early literacy skills of our ELLs. The information obtained from these assessments is used as a valuable tool for collecting and recording data about a child's oral reading and comprehension. We have found that most of our ELLs, have come to us with functional language in English, but lack conceptual skills in their native language. This presents significant challenges, as the linguistic abilities of our ELLs do not often match the needs of the classroom. Our data has revealed that our ELLs in the early grades do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their second language. Yet, as the demands of the curriculum increase, beginning in fourth grade, our ELLs often struggle with the abstract academic language used in the classroom.

2. Data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that our 4th and 5th grade ELLs often reach proficiency in listening and speaking, yet struggle to improve their reading and writing skills. This is particularly the case for our growing number of 4th and 5th grade ELLs with disabilities.

3. Patterns across NYSESLAT modalities affect instructional decisions, as BNS teachers are able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts. Our classroom teachers are extremely knowledgeable about the performance of each of their ELLs and understand that every lesson they teach is, indeed, a language lesson for ELLs in their classroom. Our

improvement in both reading and math, recently scoring at a Proficiency Level 2 in ELA and a Proficiency Level of 3 on both the NYS Math and NYS Science Tests. Because our school utilizes DYO assessments, we are able to align instruction with both formative and summative assessment. These assessments help inform our school's instructional plan by giving us valuable categories of information to place students in groups and to plan for individual, small group and whole class instruction. Based on the findings of these assessments, we have stepped up the level of intervention of our ELLs in the early grades this year. To that end, we have hired three Academic Intervention teachers, including a Reading Specialist, to target language modalities indicated by assessment results. Additionally, we have provided extra listening support for our Newcomers, including books on tape and computer software. We continue to target language development across the grades and in the content areas. Because we believe that one of the most significant components of successful teaching and learning for our ELLs is established through instructional collaboration, the ESL teacher and the classroom teachers meet regularly to discuss instructional planning and student progress

5. N/A

6. Our ELLs continue to make substantial gains on the New York State English as a Second Language Achievement Test, greatly exceeding New York State passing rates. In Spring 2010, 46% of our ELLs achieved proficiency on the listening/speaking component of the NYSESLAT. Furthermore, in Spring 2009, 18% of all our ELLs passed the NYSESLAT, achieving proficiency in listening, speaking, reading and writing. Additionally, in Spring 2008, 20% of all our ELLs passed the NYSESLAT, again achieving proficiency in listening, speaking, reading and writing. Although Brooklyn New School has an unusually small population of English language learners, we pride ourselves in the quality of our ELL program. Our ELLs continue to transition out of our program rapidly and meet the high standards set for all students.

Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		