



BROOKLYN BROWNSTONE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: BROOKLYN BROWNSTONE SCHOOL
ADDRESS: 272 MCDONOUGH STREET
TELEPHONE: 718-573-2307
FAX: 718-573-2434

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331600010628 **SCHOOL NAME:** Brooklyn Brownstone School

SCHOOL ADDRESS: 272 MCDONOUGH STREET, BROOKLYN, NY, 11233

SCHOOL TELEPHONE: 718-573-2307 **FAX:** 718-573-2434

SCHOOL CONTACT PERSON: NAKIA HASKINS **EMAIL ADDRESS:** NHaskin@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Khadijah Suluki

PRINCIPAL: NAKIA HASKINS

UFT CHAPTER LEADER: Amanda Richards

PARENTS' ASSOCIATION PRESIDENT: Debbye Patrick

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

NETWORK LEADER: NANCY RAMOS/WILLIAM COLAVITO/Christine Etienne

SUPERINTENDENT: EVELYN SANTIAGO

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
Nakia Haskins	Principal	Electronic Signature Approved.
Amanda Richards	UFT Member	Electronic Signature Approved. Comments: verbal approval
Denise Wadler	UFT Member	Electronic Signature Approved.
Khadijah Suluki	DC37	Electronic Signature Approved. Comments: verbal approval could not login
Susana Skinner	UFT Member	Electronic Signature Approved. Comments: verbal approval could not login
Sherryanne Hutchinson	Title I Parent	Electronic Signature Approved. Comments: verbal approval could not login
Tabitha Washington	Parent	Electronic Signature Approved. Comments: n/a
Lisa Francis	Parent	Electronic Signature Approved. Comments: cannot access computer
Debbye Patrick	Parent	Electronic Signature Approved. Comments: cannot access computer
Anitra Haithcock	Parent	Electronic Signature Approved.

* 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 Brownstone School is committed to empowering tomorrow's community advocates to become catalyst of change in their environments, through service learning. Students will learn to be independent critical thinkers and to work productively within a diverse group of learners to improve their community, through academic excellence.

In collaboration with families and community partners, we provide students with authentic learning experiences where they develop skills as scholars, advocates, artists, community and environmental stewards. We prepare students to meet and/or exceed New York State Standards so they may enter and succeed in the high school and post secondary schools of their choice.

Our community partners include the Stuyvesant Heights Parents Association, The Brooklyn Children's Museum, Children for Children and the Bedford-Stuyvesant YMCA

The genesis of the Brooklyn Brownstone School was parents in Bedford Stuyvesant. Parents had been advocating children for in central Brooklyn for several years and wants to expand that advocacy by creating an educational environment where quality learning takes place. Service learning is integrated part of our curriculum. Brooklyn Brownstone School community members are advocates for their community, their world. As advocates students, teachers and parents are challenged to take responsibility for making a difference in the community. Our core values are: Curiosity, Community and Commitment

We share space with MS 35, District 75 School PS 141, and Saint Christopher Ottley's Beacon Program. Our building is open 6 days a week and is an integral part of the community. We work hard to make our building family friendly. We hold Community Meeting every 1st and 3rd Fridays so that our students can share what they are learning with the entire school community and their parents. We host bi-monthly curriculum nights to share with families activities that they can do at home to support their child's learning in the core content areas.

Our teachers use the Reading and Writing Workshop model for literacy and have crafted lesson to ensure that our students are not only meeting, but exceeding the NYS Standards. We utilize Reading Reform for daily phonics instruction. In addition, we utilize the Heartwood Character Education program which is designed to teach our students how to make good choices and the core values of respect, loyalty, justice, respect, hope, honesty, and love.

Our Family Worker engages with all parents. The entire school community is vested in ensuring that all students are actively engaged in the process of developing students who can achieve their personal best.

Creating a culture of data continues to be a major focus and accomplishment of the Brooklyn Brownstone School. The school is dedicated to using Professional Learning Communities to guide

long term goal setting to meet the needs of the school wide community. Programming enables teachers to plan collaboratively and cohesively during weekly four period common planning periods.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	Brooklyn Brownstone School								
District:	16	DBN #:	16K628	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" 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		18	18			TBD	TBD		
Kindergarten		30	38						
Grade 1		19	34	Student Stability - % of Enrollment:					
Grade 2		0	20	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		0	0			80.76	TBD		
Grade 4		0	0						
Grade 5		0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		0	0			60	75.5		
Grade 8		0	0						
Grade 9		0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		0	0			1	TBD		
Grade 12		0	0						
Ungraded		0	0	Recent Immigrants - Total Number:					
Total		67	110	(As of October 31)	2007-08	2008-09	2009-10		
						0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes		0	0	Principal Suspensions		0	TBD		
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions		0	TBD		
Number all others		1	3						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes		0	0						

# in Dual Lang. Programs		0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		0	0	Number of Teachers		6	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		2	TBD
				Number of Educational Paraprofessionals		1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		83	TBD
American Indian or Alaska Native		0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		75	TBD
Black or African American		89.6	94.5				
Hispanic or Latino		6	2.7				
Asian or Native Hawaiian/Other Pacific Isl.		0	0				
White		1.5	0				
Multi-racial							
Male		61.2	56.4				
Female		38.8	43.6				
2009-10 TITLE I STATUS							
<input checked="" 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	-	-					
Student groups making AYP in each subject	1	1					

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

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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 Brooklyn Brownstone School (BBS) offers teachers professional development based on the needs assessment of the school. During the third week of August, the entire staff of BBS is offered a week of professional development based on the identified needs. We offer differentiated professional development for incoming new teachers through biweekly meetings. Members of the CEI-PEA provide regular support and professional development in all subject areas, special education, collaborative inquiry and leadership development. Teachers assess students' reading progress on a six to eight week cycle using the Fountas and Pinnell Assessment Kit. In Math, teachers administer unit pre and post tests from Everyday Math. Teachers (Pre-K to grade 3) used the data collected from the above-mentioned assessments to create SMART goals and action plans to differentiate instruction and services offered to meet students' needs. All students in graders Pre-K-3 have data binders focused on goal setting. All teachers are beginning to assess the student work according to the New York State Standards and the Common Core Standards, and use these results in order to adjust and differentiate instruction to meet the needs of both their classes as a whole as well as those of each student. Staff members take advantage of the professional development offered throughout the school year in various areas of pedagogy through internal Coaching, the CEI-PEA, the Department of Education, and other professional organizations.

Teachers effectively use data to differentiate instruction and services rendered to meet students' needs. Students needing academic intervention are identified and their needs are addressed accordingly. Grade teams create and adjust curriculum maps based on the professional development provided throughout the year, the school's mission statement, students' academic needs, and the Common Core and NYS standards. Students are assessed upon entry into our program. We use both the push in and pull out model based upon the student's needs.

Despite the Brooklyn Brownstone School (BBS) strengths and accomplishments, we have faced some challenges as well. Our small staff means that all staff members have several responsibilities. We need to expand communication and collaboration with parents to increase their capacity to assist in their child's learning and track progress towards goals over time. We need to further expand the present data systems for monitoring the progress of student achievement to all subject areas.

Although our annual attendance rate is 93%, TBBS has a very high transition population and some students had more than 40 days absent. Our budget was also adversely affected by our high student transition.

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.

Annual Goal	Short Description
Goal 1: Professional Development By June 2011 100% of our teachers will receive professional development and other internal supports to increase their expertise in differentiated instruction Improve the differentiation of Instruction and questioning so that lessons engage all students and offer suitable challenges to extend their learning as evidenced by learning walk through observations, peer observations, formal observations, and student activities.	Goal 1: Professional Development By June 2011 100% of our teachers will receive professional development and other internal supports to increase their expertise in differentiated instruction Improve the differentiation of Instruction and questioning so that lessons engage all students and offer suitable challenges to extend their learning as evidenced by learning walk through observations, peer observations, formal observations, and student activities.
Goal 2: English Language Arts The Brooklyn Brownstone School will monitor students’ progress in ELA in all classrooms. 75% of students will be reading on grade level or above as measured by the Fountas and Pinnell. By June 2011 75% of students in 3rd grade will achieve proficiency (level 3 and 4) on the NYS ELA Examination.	Goal 2: English Language Arts The Brooklyn Brownstone School will monitor students’ progress in ELA in all classrooms. 75% of students will be reading on grade level or above as measured by the Fountas and Pinnell. By June 2011 75% of students in 3rd grade will achieve proficiency (level 3 and 4) on the NYS ELA Examination.
Goal 3: Mathematics The Brooklyn Brownstone School will monitor students’ progress in math in all classrooms. 75% of students will be performing on grade level or above as measured by the Everyday Math Unit assessments. By June 2011 75 % of students in 3rd grade will achieve proficiency (level 3 and 4) NYS Math Examination	Goal 3: Mathematics The Brooklyn Brownstone School will monitor students’ progress in math in all classrooms. 75% of students will be performing on grade level or above as measured by the Everyday Math Unit assessments. By June 2011 75 % of students in 3rd grade will achieve proficiency (level 3 and 4) NYS Math Examination
Goal 4: Parent Involvement By June 2011 the Brooklyn Brownstone School will expand and extend communication with families on their children’s progress and academic needs in order to address next steps toward meeting goals. We will create structures and events to attract and inform parents on educational and community activities. Increase parent participation in PTA and school events to include at least 30%, of our families.	Goal 4: Parent Involvement By June 2011 the Brooklyn Brownstone School will expand and extend communication with families on their children’s progress and academic needs in order to address next steps toward meeting goals. We will create structures and events to attract and inform parents on educational and community activities. Increase parent participation in PTA and school events to include at least 30%, of our families.

<p><input type="checkbox"/> Goal 5: Teacher Teams The Brooklyn Brownstone School will improve Teacher Teams by provide systematic practices to set relevant goals and track the progress of student subgroups to maximize their learning. Extend professional collaboration on teams using an inquiry approach that focuses on student learning</p>	<p>The Brooklyn Brownstone School will improve Teacher Teams by provide systematic practices to set relevant goals and track the progress of student subgroups to maximize their learning. Extend professional collaboration on teams using an inquiry approach that focuses on student learning</p>
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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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: Professional Development By June 2011 100% of our teachers will receive professional development and other internal supports to increase their expertise in differentiated instruction Improve the differentiation of Instruction and questioning so that lessons engage all students and offer suitable challenges to extend their learning as evidenced by learning walk through observations, peer observations, formal observations, and student activities.</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><input type="checkbox"/></p> <p>The Brooklyn Brownstone School (BBS) offers teachers professional development based on the needs assessment of the school. During the third week of August, the entire staff of BBS is offered a week of professional development based on the identified needs.</p> <p>We offer differentiated professional development for all teachers through biweekly after school meetings/workshops.</p> <p>Members of the CEI-PEA provide regular support and professional development in all subject areas, special education, collaborative inquiry and leadership development.</p> <p>Reading Reform Foundation provides a week long professional development seminar and sends a staff developer to support teachers twice a week through out the year in early literacy skills instruction</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use funding to provide professional development sessions. • Title I monies will be used to support PD initiatives
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • teacher attendance logs • improved classroom instruction

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: English Language Arts The Brooklyn Brownstone School will monitor students' progress in ELA in all classrooms. 75% of students will be reading on grade level or above as measured by the Fountas and Pinnell. By June 2011 75% of students in 3rd grade will achieve proficiency (level 3 and 4) on the NYS ELA Examination.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will ensure that students are comfortably reading their “Just Right” books levels. • Students will explore a wide range of literary genres • Classroom libraries will reflect a wide range of genres • Expand their vocabulary through extensive reading, word study, exposure to content area words, and discussion • Read aloud will be performed daily to enhance comprehension skills. • Communicate effectively with different audiences through spoken, written, and visual formats • Use media and technological resources for research and as tools for learning • Use their increased knowledge of grammar and language conventions in oral presentations • Apply comprehension strategies critically, creatively, and strategically • Students will read and maintain a book list of as least 25 books read per year • Develop a portfolio to extend favorite literature pieces • Students will engage in test sophistication strategies

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use funding to provide professional development sessions. • Title I monies will be used to support ELA initiatives • C4E allocations for afterschool instruction
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Results of DIBELS, Children's Progress, Fountas and Pinnell, and Acuity for grade 2 and 3. - Assessment binders which include: <ul style="list-style-type: none"> Text gradient levels, running records and conferring notes Rubrics for analyzing student work Teacher feedback to identify strengths and weaknesses, and formulate instructional plans -Curriculum map which includes strategies for reading/writing texts during shared and guided reading/writing -Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data. -Classroom libraries with accessible leveled guided and independent reading materials

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: Mathematics The Brooklyn Brownstone School will monitor students' progress in math in all classrooms. 75% of students will be performing on grade level or above as measured by the Everyday Math Unit assessments. By June 2011 75 % of students in 3rd grade will achieve proficiency (level 3 and 4) NYS Math Examination</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Provide a monthly plan of study, by grade level, to help teachers in the implementation of the Math curriculum emphasizing the NYC Performance Standards. • To locate and collate accessible materials with which to form the basis of the monthly guidelines. • Prepare and publish the monthly guidelines for distribution to the teachers. • Conduct an evaluation among teachers to determine the effectiveness of the Math plan of study. • Hands-on approach in conjunction with the Everyday Mathematics math program. This approach includes the use of manipulative to build the concepts that are the foundation of problem solving. In addition, all teachers are required to be familiar with and follow the appropriate grade-level Mathematics Scope and Sequence and the New York City Mathematics Standards – Process Strands and Content Strands • Everyday Mathematics supplemented by Math Steps • Warm Up - Math Message/Mental Math and Reflexes • Planning lesson collaboratively • Peer Review • Lesson Planning during Teacher Team Meeting • Data disaggregation during Teacher Team Meeting • Ongoing learning and Practice/Math Journal • Extra Practice/Enrichment/Minute Math • Games/Skills Practice/Test Prep • On going assessment
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use funding to provide professional development sessions. • Title I monies will be used to support Math initiatives • C4E allocations for afterschool instruction
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Results from EDM Unit assessments, Children's Progress, and Acuity for Grade 2 and 3</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 4: Parent Involvement By June 2011 the Brooklyn Brownstone School will expand and extend communication with families on their children’s progress and academic needs in order to address next steps toward meeting goals. We will create structures and events to attract and inform parents on educational and community activities. Increase parent participation in</p>
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	PTA and school events to include at least 30%, of our families.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Send emails to advertise the events. • Post activities in the weekly newsletter-The Brownstoner • Call parents to remind them of the events. • Create/add to the agenda a buddy system for parents to contact at least one other parent. • Monthly activity calendar • Survey parents on home-school communications • Encourage parents to participate in 2 school activities per month (Commit Two-A-Month) • Recognize parents for their participation in the Month Calendar • Add calendar of events to school's website
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<ul style="list-style-type: none"> • 1% of title 1 funding is allocated as parent involvement funds. • We have a full time family worker on staff.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Send emails to advertise the events. Post activities in the weekly newsletter-The Brownstoner Call parents to remind them of the events. Create/add to the agenda a buddy system for parents to contact at least one other parent. Monthly activity calendar Survey parents on home-school communications Encourage parents to participate in 2 school activities per month (Commit to Two-A-Month) Recognize parents for their participation in the Month Calendar Add calendar of events to school's website Attendance logs from PTA meeting, Curriculum Nights, Parent Teacher conferences and other school events.

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 5: Teacher Teams The Brooklyn Brownstone School will improve Teacher Teams by provide systematic practices to set relevant goals and track the progress of student subgroups to maximize their learning. Extend professional collaboration on teams using an inquiry approach that focuses on student learning</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>• Establish differentiated specific goals or monitor them to ensure they meet the needs of all groups of students to support their learning. • Establish outcomes based on student-specific needs for student subgroups and support the academic growth and achievement of all students • Extend professional collaboration on teams using an inquiry approach that focuses on student learning. • Grade level teams will review student assessment results to determine areas of need. They will review of student work products in subject areas for a granulated analysis of skill needs to maximize learning.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include 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>• Use funding to provide professional development sessions. • Title I monies will be used to support ELA and Math initiatives • C4E allocations for afterschool instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Attendance logs and meeting notes</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	12	12	N/A	N/A				
1	12	12	N/A	N/A	1			
2	12	12	N/A	N/A				
3	18	18	N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> We utilize strategies presented in Reading Reform. The method for delivery of services will be small group instruction. These services will be provided during the school day. We provide guided reading instruction utilizing Good Habits Great Readers and Scholastic Guided Reading
Mathematics:	<input type="checkbox"/> We will implement Math Steps in math to support students who need additional help in mastering secure goals. The method for delivery of services will be in small group instruction.
Science:	<input type="checkbox"/> N/A
Social Studies:	<input type="checkbox"/> N/A
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Students who receive At-Rick counseling meet with the guidance counselor during individual or group counseling based on students need.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Pre-K -3

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 0

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

N/A

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.

N/A

Section III. Title III Budget

—

School: Brooklyn Brownstone School

BEDS Code: 331600010628

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) - Per session - Per diem	0	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

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.

At time of registration parents/guardians complete a home language survey.

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 major findings of this schools written translation and oral interpretation needs indicated that English is the primary language spoken at home. These findings were reported to the school community through the home language survey.

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.

If language other than English is identified during school year, we will contact the Translations and Interpretations Unit for documents that have been translated into the required language need. We will also seek to translate any communications that are being sent home by the school into the required language.

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.

If other home languages are identified as the school year progresses, we will contact the Language Interpretation Center to schedule an interpreter to attend parent teacher conference, PTA meetings, and all other school events. We will also seek out any staff members that speak the required language. We will then provide that staff member with per session, if need be, to provide language interpretation services to parents who are in need of them.

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>.

If other home languages are identified as the school year progresses, we will contact the Language Interpretation Center to most if not all school documents sent home translated into the required language. We will also seek out any staff members that write the required language. We will then provide that staff member with per session, if need be, to provide document translation services to the school.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	78,512	23,343	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	785.12		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3925.60	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7,8512	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

The Brooklyn Brownstone School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. The Brooklyn Brownstone School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

The policy encompasses all parents including parents of English Language Learners and special needs students.

The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the Brooklyn Brownstone School Parent Involvement Policy, the Brooklyn Brownstone School PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, The Brooklyn Brownstone School will:

Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.

Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.

Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.

These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.

Provide a school informational meeting on all funding programs in the school.

Provide written translations.

Host Curriculum Nights where all parents are invited to attend formal presentations and workshops that address their parenting needs.

The Brooklyn Brownstone School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

The Brooklyn Brownstone School Home/School Compact

As a Brooklyn Brownstone School staff member, I will do the following to support student learning:

- Provide a safe and positive learning environment
- Provide students with a solid academic foundation so that they will one day enter the ongoing school of their choice
- Maintain high academic expectations for all students
- Communicate regularly with parents through two parent-teacher conferences, progress reports, and open houses
- Respond to all communications within 36 hours
- Support Brooklyn Brownstone School's behavioral policy
- Treat other staff, parents/guardians and students with respect
- Be direct and respectful in communication with all members of the Brooklyn Brownstone School community

As a Brooklyn Brownstone School student, I will do the following to support my own learning:

- Come to school prepared to learn
- Maintain high expectations for myself
- Attend school and arrive on time every day in accordance with Brooklyn Brownstone School's schedule
- Complete all class and homework assignments on time
- Present top quality work
- Read every night
- Wear my school uniform every day
- Follow school and class rules
- Treat other students, parents/guardians and staff with respect

As a Brooklyn Brownstone School parent/guardian, I will do the following to support my child's learning:

- Attend two parent/teacher conferences per year
- Commit to Two-A-Month (see page 7)
- Check and sign my child's homework folder daily
- Read with and/or check that my child is reading independently every night
- Volunteer regularly throughout the school year
- Make sure my child attends school and arrives on time every day in accordance with Brooklyn Brownstone School's schedule
- Accept and honor Brooklyn Brownstone School's behavioral system, its rewards, and its consequences
- Make sure my child's uniform is ready to wear every day
- Communicate regularly with Brooklyn Brownstone School staff about my child's progress
- Designate a preferred method of communication
- Respond to all communications within 36 hours
- Treat other parents/guardians, students and staff members with respect
- Be direct and respectful in communication with all members of the Brooklyn Brownstone School Community

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.

Brooklyn Brownstone recognizes our diverse learning population. To meet the needs of our students we have a direct instruction model for phonics in the lower grade, Reading Reform. We have provided classroom teachers with individual trainers from the Reading Reform organization. During the school day the AIS teachers provides supplemental targeted instruction to students who are identified at risk based on students' performance on NY State Standards and Common Core Standards, Children's Progress, DIBELS, and other identified assessments.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
Help provide an accelerated, high –quality curriculum, including applied learning; and
Minimize removing children from the regular classroom during regular school hours;

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.

At BBS we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. For mathematics, we use Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. For science we use Harcourt Science, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts.

Our extended day program is open to all students from grades K-3. Four days a week for forty minutes each day, our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics.

We offer an AIS program four days a week for a total of four and a half hours per week.

We also have support personnel who help address the needs of all the children in our school, but particularly the needs of low academic achieving students and those at risk of not meeting the State academic content standards. The guidance counselor services those identified as at risk by the school community, and those requiring periodic interventions.

o Help provide an enriched and accelerated curriculum.

Students who are exceeding the standards receive accelerated instruction during the AIS period.

o Meet the educational needs of historically underserved populations.

Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Help provide an accelerated, high –quality curriculum, including applied learning; and

Minimize removing children from the regular classroom during regular school hours

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.

We also have support personnel who help address the needs of all the children in our school, but particularly the needs of low academic achieving students and those at risk of not meeting the State academic content standards. The guidance counselor services those identified as at risk by the school community, and those requiring periodic interventions.

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

3. Instruction by highly qualified staff.

All teachers at the Brooklyn Brownstone School are certified teachers and have met the hiring criteria outlined in the posting of the position

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.

Bi-Monthly, Professional Developments are provided to teachers and teachers who are providing intervention services to children who are not meeting State Standards and Common Core Standards. The team collaboratively works on best practices and turn key data about student progress. The development will focus on data and strategies that will help move students' progress based on solid research-based strategies. The Academic coach will attend professional development sponsored by the CEI-PEA and information will turn-keyed to the staff to provided the highest quality of instruction and learn new innovative ways and updates that could be used and be beneficial to students who are not making the necessary academic gains to meet promotional criteria. Teachers will also attend workshops provided by the Department of Education.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We post openings at all local teaching colleges as well as recruit Teach for America alums .

6. Strategies to increase parental involvement through means such as family literacy services.

Parents are involved at The Brooklyn Brownstone School in various levels. Curriculum night is offered in all subject areas. Inviting parents in the professional development for teachers, principals, and other educators to improve the effectiveness of that training;

Providing necessary literacy, math, and technology training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

Training parents to enhance the involvement of other parents;

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting phone between teachers or others educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

Adopting and implementing model approaches to improving parental involvement;

Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

Providing other reasonable support for parental involvement activities under **Section 1118-Parental Involvement**, as parents may request.

Invite outside organizations to Parent Teacher Association Meetings.

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.

The Family worker attends parent meeting at neighboring Head Start programs to discuss the elementary school registration process. She also provides tours to parents who are interested in attending the Brooklyn Brownstone School.

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.

Teachers track students progress on spreadsheets then meet in teacher teams to discuss strategies to improve student performance

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.

Struggling students are progress monitored utilizing weekly with DIBELS. Bi-weekly on Children's Progress.

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.

Students at the Brooklyn Brownstone School will participate in community service programs with our partner organization Children for Children, Brooklyn Children's museum, and The Brooklyn/Staten Island Kids project Public Education Theatre. In addition, we have established a School Wellness Committee

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 specifically 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.</i> , Federal,	Program Funds Are "Conceptually" ¹ Consolidated in	Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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	State, or Local)	the Schoolwide Program			allocation amounts)	funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A			

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Part A:

Part A - For Title I Schools

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

3

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

The family worker meets with and contacts these families regularly to offer assistance. She also makes them aware for various social services available for them and inquires about their needs. If the students live in a NYC Shelter she contacts the shelter Social worker to coordinate services.

Part B:

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_16K628_110110-111138.doc

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2010) LAP narrative to this CEP.

It should be noted that at the present time The Brooklyn Brownstone School (16K628) does not have any students that have indicated on their home language survey that they require Bilingual and /or ESL services. Therefore, this narrative represents what will be implemented when this population of students develops at this site.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) Pre-K-3 **Number of Students to be Served:** 0 LEP _____ Non-LEP

Number of Teachers 0 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade 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 ESL Program at Brooklyn Brownstone School will serve students identified in grades K-3rd. Entitlement for ESL Services is determined by the Home Language Identification Survey Forms and scores in the Revised LAB-R or the NYSESLAT.

Based on these scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency. This includes Beginners (B), Intermediate (I), and Advanced (A). Students who are found eligible for services will receive instruction in the following manner: Students in the beginning and intermediate levels will receive 360 minutes of services, and those in advanced level will receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Students will be pulled out from their classes to be given instruction by the ESL teacher except during Reading and Writing workshop in which the teacher will do push-in to the classroom to supplement and reinforce instruction of the classroom teacher to the ELL's. The ESL Program at the Brooklyn Brownstone School is designed to develop the basic interpersonal communicative skills in English through Cooperative Learning Approach either by pair or small groups. It also strives to improve the development of Cognitive Academic Language Proficiency by integrating effective ESL methodologies throughout the curriculum and content areas. Students will be grouped according to grade and proficiency level (Beginners, Intermediate, and Advanced) to ensure that the content designed for their language acquisition and learning level will be developmental appropriate for them. The ESL teacher will pull out 1 to 6 students per group for ESL instruction. The language of instruction used in the ESL program is English. Although there are dual language books available and other resource materials available for student use, the ESL Teacher will require them to read, write and speak in English. The ESL teacher will use differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Such approaches are as follows:

1. The language experience approach. This will enable students to develop academic skills through listening, speaking, reading, writing, and thinking. with focus on teaching the structure and convention of the English language. Integrating ESL in the content is used in thematic learning activities. Working through each unit, ELLs could master the both language and the concepts.
2. Through hands on activities like field trips, projects, and scientific experiments, students will have the opportunity to have real life learning experience and better understand the concepts presented in the curriculum.
3. Technical Support through computer and audio cassette. Students are given the opportunity to work in the computer as well as use books on tapes to expand students' learning experience. The Into English curriculum stimulates learning through songs, poetry, and stories at different proficiency levels. Included in the curriculum are methods to integrate stories across content areas in science, social studies and mathematics.
4. Authentic Assessment. Students will be assessed by daily teacher observation, self-assessment, performance assessment, and portfolio assessment. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. In May, 2010, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year. In an effort to raise learning standards, the ESL teacher uses a variety of literature, audio cassettes, graphic organizers to allow concepts to be taught in a concrete dimension

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.

The ESL teacher will attend staff development within the school and study group for ESL teachers in the Leadership Learning Support Organization (LLSO) network throughout the school year and well at those available on Protraxx. The majority of the staff development will focus on data driven instruction and research-based strategies that will help the ELLs acquire language proficiency and meet the state standards, The ESL teacher will also attend professional development sponsored for ESL teachers to provide the highest quality of instruction and learn new innovative ways and updates that could be used and beneficial to second language learners.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Brownstone School						
District:	16	DBN:	16K628	School		331600010628	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	18	18	18				NR
Kindergarten	30	38	42				
Grade 1	19	34	35	Student Stability - % of Enrollment:			
Grade 2	0	20	35	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	18			80.8	89.5
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0			75.5	72.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0			1	14
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0			0	0
Ungraded	0	0	3				
Total	67	110	151				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions		0	0
Number all others	1	3	9				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	0	0	TBD	Number of Teachers		6	8
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals		2	2
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		1	1

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	% fully licensed & permanently assigned to this school		100.0	85.7
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		0.0	37.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		83.0	50.0
American Indian or Alaska Native	0.0	0.0	0.7	% core classes taught by "highly qualified" teachers		75.0	87.5
Black or African American	89.6	94.5	91.4				
Hispanic or Latino	6.0	2.7	6.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	1.5	0.0	0.0				
Male	61.2	56.4	55.0				
Female	38.8	43.6	45.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:		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					
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 533	District 16	School Number 628	School Name Brooklyn Brownstone
Principal Nakia Haskins		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area Jacqueline Samayoa		Guidance Counselor N/A	
Teacher/Subject Area Denise Wadler		Parent Debbye Patrick	
Teacher/Subject Area Amanda Richards		Parent Coordinator N/A	
Related Service Provider type here		Other Khadijah Suluki, Family Worker	
Network Leader Nancy Ramos		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	0	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	146	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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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.
- 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.)
 - 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.
- The ESL Program at Brooklyn Brownstone School will serve students identified in grades K-3rd. When newly admitted students are registered, parents are given the Home Language Identification Survey. If a parent speaks a language other than English, we have forms readily available in their preferred language. A certified team member (a licensed pedagogue or administrator) will speak to the parents and conduct an informal interview with the child to determine if the child is eligible for LAB-R testing. After having initialed the Home Language Survey, the teacher will administer the LAB-R to newcomers during the first 10 days of attending school. All LAB-R exams will be hand scored at the school to determine English Language Proficiency. If the student is entitled to services they are place in a program of their parent's choice and will remain there until they take the NYSESLAT. Based on the LAB-R or NYSESLAT scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency.
 - Our school strives to assure that every parent knows the program choices available to them. When a child is determined to be an ELL his/her parents we will invite them to attend an orientation meeting with our Parent Coordinator and ESL Teacher. During this meeting, parents will view a Department of Education video entitled "Orientation for Parents of English Language Learners", explaining the three program choices, Transitional Bilingual Education, Dual Language program and English as a Second Language. Parents will have the opportunity to ask questions and make appropriate choices. Documentation will be kept in a binder for compliance records.
 - Entitlement and placement letters will be distributed to students to take home to their parents. If forms are not returned in a timely manner, the Family Worker and or a teacher will call the home and request they return the form. Parents who pick up their children will be approached after dismissal. If form is not returned the default program for ELLs is Transitional Bilingual as per CR Part 154. However, if there are not enough students to form a Transitional Bilingual Program parents will be given the option to transfer their child to a school that has a Transitional Bilingual Education program in their region.
 - Our team members will review the Home Language Surveys and honor the requests of parents. We expect to will hold meetings along with the Family Worker to solicit questions and concerns and encourage parents to meet with our staff. In the event, we do not have a teacher who speaks the parents' native language, we will communicate with our Network ahead of time, to provide us support. We will also use the DOE translation unit in order to translate upcoming events, orientations, and notices.
 - At the present time, we have not had any Program Selection forms to review trends in program choices.
 - We also do not have any parent request forms.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0										0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0										0

Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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
Other														0
TOTAL	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

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																
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:
Native American:	White (Non-Hispanic/Latino):
	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	0													

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.

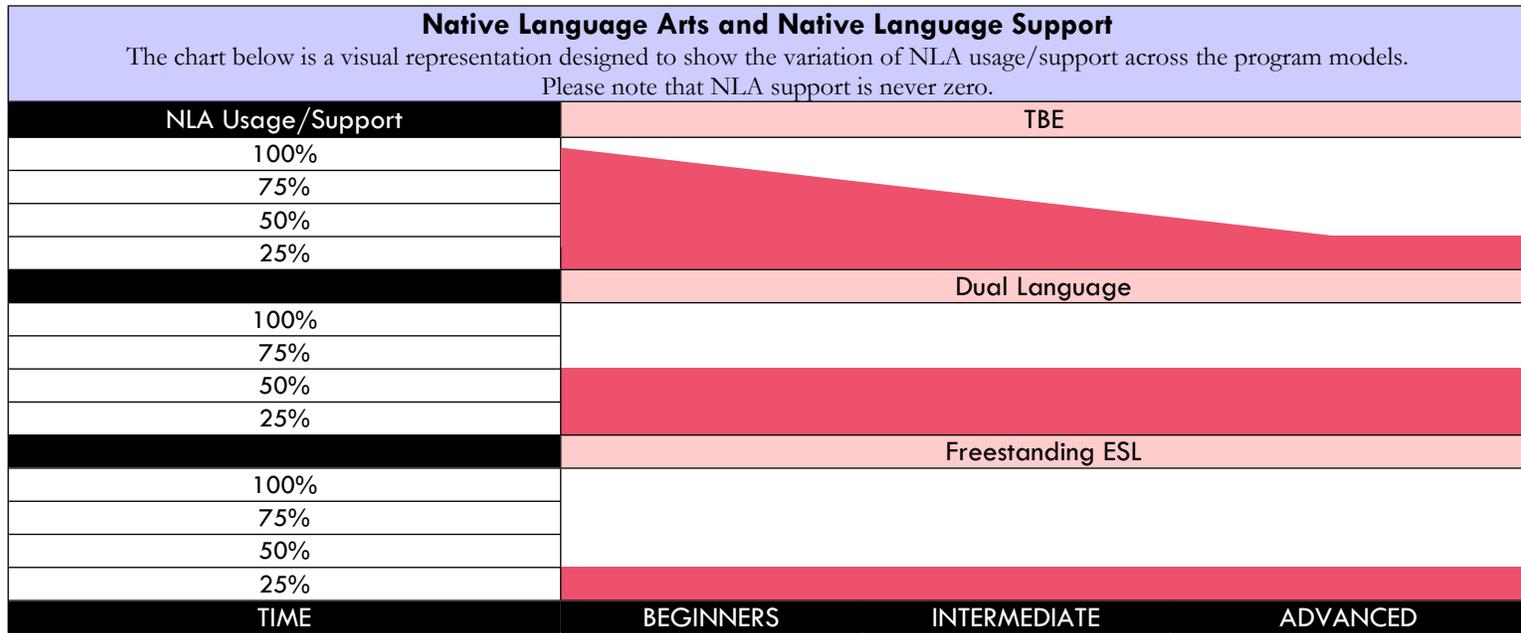
The ESL Program at Brooklyn Brownstone School will serve students identified in grades K-3rd . Entitlement for ESL Services is determined by the Home Language Identification Survey Forms and scores in the Revised LAB-R or the NYSESLAT. Based on these scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency. This includes Beginners (B), Intermediate (I), and Advanced (A). Students who are found eligible for services will receive instruction in the following manner: Students in the beginning and intermediate levels will receive 360 minutes of services, and those in advanced level will receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Students will be pulled out from their classes to be given instruction by the ESL teacher except during Reading and Writing workshop in which the teacher will do push-in to the classroom to supplement and reinforce instruction of the classroom teacher to the ELL's. The ESL Program at the Brooklyn Brownstone School is designed to develop the basic interpersonal communicative skills in English through Cooperative Learning Approach either by pair or small groups. It also strives to improve the development of Cognitive Academic Language Proficiency by integrating effective ESL methodologies throughout the curriculum and content areas. Students will be grouped according to grade and proficiency level (Beginners, Intermediate, and Advanced) to ensure that the content designed for their language acquisition and learning level will be developmental appropriate for them. The ESL teacher will pull out 1 to 6 students per group for ESL instruction. The language of instruction used in the ESL program is English. Although there are dual language books available and other resource materials available for student use, the ESL Teacher will require them to read, write and speak in English. The ESL teacher will use differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Such approaches are as follows:

1. The language experience approach. This will enable students to develop academic skills through listening, speaking, reading, writing, and thinking. with focus on teaching the structure and convention of the English language. Integrating ESL in the content is used in thematic learning activities. Working through each unit, ELLs could master the both language and the concepts.
2. Through hands on activities like field trips, projects, and scientific experiments, students will have the opportunity to have real life learning experience and better understand the concepts presented in the curriculum.
3. Technical Support through computer and audio cassette. Students are given the opportunity to work in the computer as well as use books on tapes to expand students' learning experience. The Into English curriculum stimulates learning through songs, poetry, and stories at different proficiency levels. Included in the curriculum are methods to integrate stories across content areas in science, social studies and mathematics.

4. **Authentic Assessment.** Students will be assessed by daily teacher observation, self-assessment, performance assessment, and portfolio assessment. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. In May, 2010, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year. In an effort to raise learning standards, the ESL teacher uses a variety of literature, audio cassettes, graphic organizers to allow concepts to be taught in a concrete dimension.

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



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?

During AIS teachers utilize Reading Reform a direct phonics program to help strengthen English phonics skills.

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)?

N/A

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.

The ESL teacher will attend staff development within the school and study group for ESL teachers in the Children First Network throughout the school year and well at those available on Protraxx. The majority of the staff development will focus on data driven instruction and research-based strategies that will help the ELLs acquire language proficiency and meet the state standards, The ESL teacher will also attend professional development sponsored for ESL teachers to provide the highest quality of instruction and learn new innovative ways and updates that could be used and beneficial to second language learners

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?

Brooklyn Brownstone School Parent Compact

Brooklyn Brownstone School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-09.

Required School-Parent Compact Provisions School Responsibilities

Brooklyn Brownstone School will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

In addition to the mandated New York State Department of Education 5th grade requirements, BBS students will be expected to display mastery in the core values .Curiosity, Community, and Commitment. Each exit criteria is designed to prepare students for the academic and advocacy in middle school and beyond. In order to graduate from 5th grade, students will be required to do the following during their graduating year:

Curiosity

- Identify community issue
- Explore new concepts and ideas addressing the issue with an open mind

Community

- Demonstrate proficiency on their Service- Learning Project
- Complete at least 25 hours of service learning outside of school community projects
- Complete 20 hours of service learning within the school building (i.e. creating books for buddy reading with the first graders)

Commitment

- Attain a 3 or 4 on the required New York State Assessments in English Language Arts, mathematics, and social studies
- Obtain an 80% average or better
- Create and present their Final Portfolio (an inquiry-based process portfolio)

At BBS there will be two major tasks or assignments students will be required to fulfill to address our core values: Curiosity, Community Service, and Commitment. Each task is designed to address academic content areas and reading, writing, research, and oral presentation skills. Additionally the tasks will be presented with clear expectations and rubrics for evaluation. Students will be made aware of these expectations prior to the commencement of the project. Beyond self assessments students will be evaluated on the tasks by a panel consisting of teachers, administrators, family members, social workers, and CBO partners. The following chart further describes each task:

Task Description

Service- Learning Project Students will develop and present a high quality project focused on addressing a specific community issue. Students will design a project and share results with the broader school community at the Service Day celebration.

Final Portfolio The inquiry-based process portfolio will be a cumulative final portfolio. Students will initially be given inquiry-based questions to address through examples of student work. Each student will be required to present the final piece, process drafts, assessment pieces, and a reflection including how the selected piece fulfills the point of inquiry. The portfolio process will be scaffold starting in the lower grades (K-4) where they will follow an annual portfolio process to prepare them for middle school.

Parents will be kept abreast of student progress through communicating with the classroom teachers. In addition, there are two regularly scheduled Parent-Teacher Conferences where parents and teachers have the opportunity to discuss each students progress at parent-teacher conferences held at the end of each term. We expect every parent to attend each of these parent-teacher conferences. Three Progress Reports in the middle of each trimesters, where teachers will send home reports outlining each students progress in the areas of literacy, math and behavior.

Provide parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 9, 2010 and March 15, 2011

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report Cards: 11/9/10,3/15/11,6/28/11 Progress Reports: 10//10,1//11,4//11

Ⓐ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parent-School Communication

We believe if parents are actively involved in their child's education we will achieve our mission. A key piece of this involvement is a system of communication between the school and the home. Brooklyn Brownstone School employs the following systems and procedures to ensure there are ongoing and regular communications between school and home. Please update all contact information with the school secretary and inform your child's teacher of the best way to contact you in non-emergency situations.

Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school, either by phone, in writing, or by e-mail, within 36 hours. You should receive at least one phone call or note each quarter from your child's teacher.

Weekly Brownstoner

Every Friday, Brooklyn Brownstone School sends and e-mails a memo, the Weekly Brownstoner, to the parent and guardian of each student. This memo contains important information about school events and news. It will go home in your child's homework folder. Please look for this important memo every Friday. The first Brownstoner will go home the second or third week of school.

Monthly Calendar

Each month, you will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference dates. Please look for this calendar in your child's homework folder.

Two Parent-Teacher Conferences

Parents and teachers have the opportunity to discuss each student's progress at parent-teacher conferences held at the end of each term. We expect every parent to attend each of the two parent-teacher conferences.

Three Progress Reports

In the middle of each term, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior.

Curriculum Night

The Curriculum Night is an opportunity for parents and guardians to learn strategies they can employ at home to help their children meet their academic objectives. At the Curriculum Night, teachers share one or two objectives from the scope and sequence and then demonstrate different instructional methods. The weekly memo will communicate the date and time of the open house.

Questions

If you have questions or concerns, parents are encouraged to call their child's teacher directly. Please don't hesitate to leave a message at the main office at (718)573-2307.

Ⓐ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parent and Guardian Volunteer Responsibilities

As a parent or guardian of a Brooklyn Brownstone School student, one of your responsibilities is to volunteer at the school. This may include helping to supervise a field trip, working in the office, assisting your child's teacher, assisting at breakfast or lunch duty, or stuffing envelopes at home. To volunteer in your child's classroom or to supervise a field trip, please contact your child's teacher directly. To volunteer in the office, recess, or any other activity please contact the school secretary at (718)573-2307.

Ⓐ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Ⓐ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Ⓐ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Ⓐ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Ⓐ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- ☐ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ☐ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children’s learning in the following ways:

- ☐ supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ☐ volunteering in my child’s classroom;
- ☐ participating, as appropriate, in decisions relating to my children’s education;
- ☐ participating in school activities on a regular basis;
- ☐ promoting positive use of my child’s extracurricular time.
- ☐ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ☐ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ☐ reading together with my child every day;
- ☐ providing my child with a library card;
- ☐ communicating positive values and character traits, such as respect, hard work and responsibility;
- ☐ respecting the cultural differences of others;
- ☐ helping my child accept consequences for negative behavior;
- ☐ being aware of and following the rules and regulations of the school and district;
- ☐ supporting the school’s discipline policy;
- ☐ express high expectation and offer praise and encouragement for achievement.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate													
LISTENING/ SPEAKING	B	0	0	0	0								
	I	0	0	0	0								
	A	0	0	0	0								
	P	0	0	0	0								
READING/ WRITING	B	0	0	0	0								
	I	0	0	0	0								
	A	0	0	0	0								
	P	0	0	0	0								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Presently, we do not have any ELLs, however our school inquiry team uses all data to help drive instruction and to target the children in need of AIS services. The Brooklyn Brownstone school uses Acuity testing for 2nd and 3rd grade, Running Records, and DIBELS (Dynamic Indicators of Basic Literacy Skills). On-going assessment also allows us to evaluate students learning and growth.

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