



BROOKLYN SCHOOL OF INQUIRY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 20K686

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K686 **SCHOOL NAME:** Brooklyn School of Inquiry

SCHOOL ADDRESS: 50 Avenue P

SCHOOL TELEPHONE: 718 621 5730 **FAX:** 718 621 5735

SCHOOL CONTACT PERSON: Donna Taylor **EMAIL ADDRESS:** Dtaylor32@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stacy Butsikares

PRINCIPAL: Donna Taylor

UFT CHAPTER LEADER: Toi Ferguson

PARENTS' ASSOCIATION PRESIDENT: Evie Rabeck, Alison Offerman-Celentano

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 406

NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Karina Costantino

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 |
|---------------------------|--|-----------|
| Donna Taylor | *Principal or Designee | |
| Toi Ferguson | *UFT Chapter Chairperson or Designee | |
| Alison Offerman-Celentano | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Donald Salvato | Member/ | |
| Nicole Nelson | Member/ | |
| Stacy Butsikares | Member/ | |
| | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Brooklyn School of Inquiry provides exemplary, differentiated teaching targeted to the unique needs of gifted learners. Programs are designed to foster self-directed learning by encouraging exploration, inquiry and reflective thinking. We understand that gifted children require a program that is both compacted and accelerated. Students will develop high-level thinking skills and be recognized for their ability to think abstractly and critically with an eye toward global awareness.

OUR PHILOSOPHY: Gifted and talented students require a curriculum of diverse content and depth to realize their full potential. Our goal is to balance the social, emotional and academic development of our students in an environment that nurtures creativity and fosters divergent thinking.

Parents play a crucial role in the daily life and long-term growth of BSI. It is through this vital home/school connection that we will create a community that values sensitivity and respect for others.

ENRICHMENT: We support the development of self-expression through dance, theater, music, painting and drawing. Collaboration with many New York City cultural institutions enables us to promote the arts both in and outside of our classrooms. We have a partnership with the Brooklyn Historical Society that focuses on social history and another with the Brooklyn Conservatory of Music that teaches children through the use of Orff instruments, and we work with Brooklyn Arts Exchange in theater and movement. In addition to all of this, every one of our students studies violin with a Suzuki master. Enrichments are a special time when students and their teachers engage together in the arts.

For the 2009/2010 period, Brooklyn School of Inquiry received a *Well Developed* for the school Quality Review. For the 2010/2011 period, we will have a *Peer Quality Review.*

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|---|----------------------------|---------------|--------|--------------------------|
| School Name: | Brooklyn School of Inquiry | | | |
| District: | 20 | DBN #: | 20K686 | School BEDS Code: |

| DEMOGRAPHICS | | | | | | | | | |
|---|--------------------------------|---------------------------------------|---------------------------------------|---|-----------------------------|-----------------------------------|----------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input 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 | | | | | | | 97.5 | | |
| Kindergarten | | | 84 | | | | | | |
| Grade 1 | | | 25 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | | | n/a | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | | | 25 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | | 0 | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | | | | | | | 0 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | | | | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | | | | Principal Suspensions | | | 3 | | |
| Number all others | | | 3 | Superintendent Suspensions | | | 1 | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | |
| # in Dual Lang. Programs | | | | | | | |
| # receiving ESL services only | | | 11 | Number of Staff: Includes all full-time staff | | | 7 |
| # ELLs with IEPs | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | 6 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | | | 1 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | 1 |
| | | | | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | | 100 |
| American Indian or Alaska Native | | | 0 | Percent more than two years teaching in this school | | | 0 |
| Black or African American | | | 9.3 | Percent more than five years teaching anywhere | | | 75 |
| Hispanic or Latino | | | 3.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | 12 | Percent Masters Degree or higher | | | 75 |
| White | | | 68.5 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | 100 |
| Multi-racial | | | | | | | |
| Male | | | 42.6 | | | | |
| Female | | | 57.4 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|---|----------------------------------|--|----------------------------------|---|
| <input type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input checked="" 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: | |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | |
| <u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u> | <u>Category (Check <input checked="" type="checkbox"/>)</u> | |
| | Basic | Focused |
| | | Comprehensive |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | |
|----------------------------|--|--|--|--|
| In Good Standing (IGS) | | | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | |
|--|---|
| Progress Report Results – 2008-09 | Quality Review Results – 2008-09 |
|--|---|

| | | | |
|--|-----|--|----------------|
| Overall Letter Grade | n/a | Overall Evaluation: | Well Developed |
| 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 | check |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

We are in our second year and have no longitudinal data available since we are only a K-2 this year.

Here is what we know so far:

Performance Trends:

- Continue to develop school wide tools that enable teachers to effectively analyze and track student progress towards their achievement goals in all core subjects. (Improve Reading Levels as Measured by Rigby assessment in Reading so that 92% of students are reading on grade level; Increase the number of 2nd grade students who exceed benchmark level assessment in mathematics as measured by ECAM; Improve the academic performance of 1st grade ELL students on the NYSESLAT by 10%.)
 - Although teachers utilize a variety of formal and informal assessments including Fountas and Pinnell, Rigby and ECAM to assess students, they do not have a school wide system to track individual progress in all core subjects.
- Include measurable long-term outcomes with interim checkpoints in all goals across the school to monitor progress consistently. Increase parent communication via technology to enable the access to student performance data.
 - School leaders and faculty do not have consistent structures in place, with clearly defined dates, to regularly evaluate, monitor and adjust practices across the school.

- Refine action planning by developing interim goals and benchmarks for all plans that enable the principal and faculty to modify goals and objectives and evaluate progress.
 - Although there are weekly staff meetings and mid-year reviews of goals, there is not a structure in place for regularly monitoring the success of long term goals and plans in order to optimize the impact of actions

□ Accomplishments

- School leaders and faculty develop and implement a rigorous curriculum that challenges and engages all students. • Lessons include authentic learning experiences that are based on students' interests and contextual investigations.
- Visual and performing arts programs enrich the curriculum and support learning as students develop their creative skills.
- Enrichment activities that include Yoga, BCM, Violin, BAX, and BHS provide students with interesting opportunities for high levels of student engagement.
- Teachers use a variety of strategies and practices that support the learning needs of all students. • Teachers conduct small group instruction that is differentiated in literacy, math and word study lessons as evidenced by student participation in various learning tasks.
- Teachers embrace think time allowing students to internalize their thoughts and engage in conversations with partners.
- Community building and problem solving is emphasized in establishing an environment of mutual respect and clear expectations. • The guidance counselor and faculty members have developed girls' and boys' clubs that support children's social-emotional growth.
- TRIBES is utilized by all children in all classrooms to support students in resolving conflicts peacefully.
- The principal, faculty and entire school community convey high expectations to students and parents and involve families in school activities and decision making process. • Interim progress reports, emails, family outreach binder and an on-line newsletter provide parents with on-going information about their child's progress, current unit of studies and school events.
- Parents feel empowered and part of the decision making process. They say that school staff is caring and knows each child on a personal basis which enables them to support their children academically and emotionally.

□ **Barriers:**

Research shows that children who test in the 97-99th percentile in the gifted & talented test need a curriculum of accelerated and compacted curriculum taught by a teacher who is certified in the area of gifted & talented education. There is currently a shortage of teachers in NYC with a g&t extension.

Additionally, because of the manner in which NYCDOE budgets are allocated (on a per capita basis) new, small schools do not receive adequate funds to provide the enrichments that g&t children need to be sure all modalities of learning are addressed. Also due to budgeting constraints, it's difficult to send teachers out for PDs that are offered *free* from the network service support organization, so building capacity is left largely on the shoulders of the principal who is a team of one, with a very small budget.

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.

Goal #1: By June 2011, 92% of grade one students will meet or exceed grade level benchmark, Level I, as measured by Rigby assessment in Reading.

Goal #2: By May, 2011, improve the academic performance of 1st grade ELL students on the NYSESLAT by 10%.

Goal #3: Increase parent communication via a technology tool (e-chalk school website) to access student performance data.

Goal #4: By June 2011, increase the number of 2nd grade students who exceed benchmark level assessment in mathematics as measured by ECAM.

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): Reading

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 92% of grade one students will meet or exceed grade level benchmark, Level I, as measured by Rigby assess</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> | <ul style="list-style-type: none"> • Summarize and interpret Kindergarten data to form subgroups to differentiate instruction during the reading worksh • Administer Rigby periodic assessments in reading in October, February and May • Analyze and interpret benchmark assessments and use the info to plan individualized instruction for those students • Literacy Staff Developer will provide staff development in components of balanced literacy focused on guided read and phonemic awareness. (10 days) • Network staff will provide support for grade one teachers in aligning curriculum goals to the common core standard continuum of literacy for grade one students. • Develop and use tools to enable school leaders and teachers to organize and analyze student performance trends in t • Evaluate systems for assessing students, organizing data, and sharing information with students and families, makin needed to increase the coherence of policies and practices across the school. • Meet on Tuesdays as a teacher and school-wide team every week from 3:00 to 4:15 to analyze student work, design and build alignment between what students need to know and be able to do and what is taught. |

| | |
|---|--|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p> | <p>Budget:</p> <p>Curriculum & Staff Development Contracts Professional Development Literacy S Parsons \$0 <input type="text" value="\$10,000"/> TL Fair Stu</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>We will review at the end of each marking period by performing an evaluation using Fountas & Pinell Literacy Cor</p> |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELLs

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By May, 2011, improve the academic performance of 1st grade ELL students on the NYSESLAT by 10%.</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> | <ul style="list-style-type: none"> • Provide differentiated instruction for mandated ELL students by ESL and classroom teacher during the literacy block. • Classroom teacher will implement instructional strategies to support the development of academic vocabulary of ELL students within the core curriculum. • Target writing skills that are on the NYSESLAT to determine the skills and strategies necessary for ELL students to meet NYS standards. • Integrate the use of technology to support the auditory/listening skills of this subgroup. • Students will engage in more activities involved with listening and speaking to promote language acquisition and development. • Put structures in place to regularly evaluate and adjust the ways in which data are aggregated and organized, with a focus on building alignment and coherence between the use of these data tools and teacher teams' structured professional collaboration. • School leaders and faculty will put structures in place to regularly evaluate and adjust the process and format for sharing performance data with students and families, with a focus on ensuring that this information is accessible and helps students understand their next learning steps. |

| | |
|---|--|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Since we do not have an ESL teacher due to lack of funding, Rick Domingo, our CFN 406 Director of Student Services is training both me and the Academic Coordinator in the best practices of services to ELLs in the classrooms. We will in turn work with the classroom teachers to provide scaffolding the ELLs. In addition, Anna Moshura, our Art and Science teacher has some time in her schedule and pushes in to offer ELLs the support they require in small group activities and one-on-one conferences to make these gains. We are also using Brain Pop and other interactive web-sites at home to support the necessary growth.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>We will assess the ELLs every month using the Fountas & Pinell Literacy Continuum and the Rigby Benchmark Reading Assessment kit to track growth and move the students forward.</p> |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Parent Communication

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase parent communication via a technology tool (e-chalk school website) to access student performance data.</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> | <ul style="list-style-type: none"> • Parent Coordinator will provide training for incoming parents on the use of navigating school website, communicating with school staff, access portals for individualized student performance data. • Offer workshops to familiarize parents with the components of the assessments administered to students. • Offer workshops in September, January and April, grade level specifics, to share with families the benchmark assessment framework to enable them to understand individual student data and performance. • In October, set up on-site *live* access and training for families so that problems and glitches can be understood to build capacity and gradual release to parent body. • Develop and administer a family survey that looks at frequency, use, purpose and next steps of the data system offered. Make revisions as necessary. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</p> | <p>Even though we were not funded by the DOE for a parent coordinator this year, we set aside money in our budget to hire one. This is \$32,237 annually. Additionally, we are spending \$15,000 with a staff developer in Media Literacy who is directly involved with supporting the parent effort in this area.</p> |

| | |
|--|--|
| <p><i>support the actions/strategies/ activities described in this action plan.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>We will meet monthly with the Parent Coordinator and the volunteer team to assess progress on these systems. We will send out parent survey quarterly to review parent satisfaction.</p> |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, increase the number of 2nd grade students who exceed benchmark level assessment in mathematics as measured by ECAM.</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> | <ul style="list-style-type: none"> • Summarize and interpret 1st grade data to form subgroups to differentiate instruction during the math workshop • Administer ECAMM periodic assessments in math in October, February and May • Analyze and interpret benchmark assessments and use the info to plan individualized instruction for those students • Math Staff Developer will provide staff development in components of Math in the City contextual investigations to provide supplementary math as enrichment for targeted students. • Revise math curriculum accordingly based on last year’s data. • Network staff will provide support for grade one teachers in aligning curriculum goals to the common core standards and align the continuum of math for grade one students. • Develop and use tools to enable school leaders and teachers to organize and analyze student performance trends in this area. • Evaluate systems for assessing students, organizing data, and sharing information with students and families, making adjustments as needed to increase the coherence of policies and practices across the school. • Meet on Tuesdays as a teacher and school-wide team every week from 3:00 to 4:15 to analyze student work, design common assessments and build alignment between what students need to know and be able to do and what is taught. |

| | |
|---|---|
| | |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>We are working with Math in the City staff developers this year to specifically target this goal: \$11,000.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>We will administer the ECAM at the end of each marking period to assess progress in this area.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | 1 | |
| 1 | | | N/A | N/A | | | 2 | |
| 2 | 1 | | N/A | N/A | | | 2 | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
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| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | The teacher is working one-on-one with a second grade child in foundations and using guided reading strategies to move her reading level to benchmark grade level according to Fountas & Pinnell Benchmark Levels. |
| Mathematics: | n/a gifted & talented citywide school |
| Science: | n/a gifted & talented citywide school |
| Social Studies: | n/a gifted & talented citywide school |
| At-risk Services Provided by the Guidance Counselor: | n/a gifted & talented citywide school |
| At-risk Services Provided by the School Psychologist: | n/a gifted & talented citywide school |
| At-risk Services Provided by the Social Worker: | The school Social Worker is meeting in a small group with students on the 1st and 2nd grade who exhibit social/emotional at risk behaviors, e.g. presenting as oppositional defiant disorder and anger management issues until a complete evaluation is done. |
| At-risk Health-related Services: | n/a gifted & talented citywide school |

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 (2010-2011) Language Allocation Policy 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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

| 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 | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

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.*

PS 686 collects information about the parents preferred language of written and oral communication with the school upon enrollment using the HLIS, and informal interview with the families, and if needed, the Parents Preferred Language Form translated into all most common available languages. The information is then entered into ATS and on the students' Emergency Cards by our school secretary.

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.*

Currently the overwhelming majority of our non-English speaking parents communicate in Russian. We also have several families who indicated their preferred language of communication as Chinese, and one family that prefers communication in Arabic.

The ATS Adult Preferred Language Report (RAPL) is regularly updated and distributed to all staff for reference when communicating with parents throughout the year. Our parent coordinator makes sure that all necessary translations and interpretations are made readily available for school meetings and written communication.

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.*

At the time of Enrollment all families are provided with a translated Bill of Parents Rights and Responsibilities. Appropriate signs about the availability of translation and interpretation services are posted in the school main office, the building security desk, and other public locations throughout the building. Notifications of available translation and interpretation are also made available for parents whenever

written documentation is distributed. Our parent coordinator is fully trained and knowledgeable about the use of appropriate DOE translation and interpretation resources.

As the overwhelming majority (over 90%) of our non-English speakers are Russian speakers, we often employ the services of our many Russian speaking parent volunteers whenever translation is required. Parent volunteers translate most of the PTO's print material into Russian for regular distribution; a team of parent volunteers also translated our 14-page 2010 Parent Handbook into excellent Russian last spring. Our bilingual staff members at PS 686 are able to provide translation assistance in Russian, Spanish, Chinese, Japanese, Italian, Turkish, and French. All formal communication and forms are sent home in English and the family's native language (including parent forms and parent letters in Russian, Chinese, Arabic, and Spanish, etc. available on the DOE website) unless the parents have indicated a preference to receive communication in English only, which is often the case.

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.

During school meetings and information session our ESL teacher and/or our Art/Science teacher provide Russian interpretation services in groups as well as one-on-one with parents, as needed. Other bilingual staff members in our school are able to provide translation and interpretation assistance in Spanish, Chinese, Japanese, Italian, Turkish, and French. If and when the need arises, PS 686 will use the assistance of our bilingual school staff, as well as parent volunteers available to provide interpretation, as well as other DOE resources, such as the DOE Translations and Interpretations Unit.

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>.

Appropriate signs about the availability of translation and interpretation services are posted in the school main office, the building security desk, and other public locations throughout the building. Notifications of available translation and interpretation are also made available for parents whenever written documentation is distributed. Our parent coordinator is fully trained and knowledgeable about the use of appropriate DOE translation and interpretation resources.

Parents are informed in English and their respective native languages regarding any matter relating to their children's education in a timely manner either by mail or, if need be, hand delivered. In addition we provide translators, if requested, for all parent workshops, PTA meetings, and any other school events.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------|----------------------------|-------------|--------|---------------|--|--------------|--|
| School Name: | BROOKLYN SCHOOL OF INQUIRY | | | | | | |
| District: | 20 | DBN: | 20K686 | School | | 332000010686 | |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|------------|------------|--|---------|---------|----------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | | 0 | 0 | | | | NR |
| Kindergarten | | 83 | 56 | | | | |
| Grade 1 | | 25 | 84 | | | | |
| Grade 2 | | 0 | 56 | | | | |
| Grade 3 | | 0 | 0 | | | | 98.1 |
| Grade 4 | | 0 | 0 | | | | |
| Grade 5 | | 0 | 0 | | | | |
| Grade 6 | | 0 | 0 | | | | |
| Grade 7 | | 0 | 0 | | | | 39.0 |
| Grade 8 | | 0 | 0 | | | | 23.1 |
| Grade 9 | | 0 | 0 | | | | |
| Grade 10 | | 0 | 0 | | | | |
| Grade 11 | | 0 | 0 | | | | 1 |
| Grade 12 | | 0 | 0 | | | | |
| Ungraded | | 0 | 0 | | | | |
| Total | | 108 | 196 | | | | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | | 0 | 0 | Principal Suspensions | | | 1 |
| # in Collaborative Team Teaching (CTT) Classes | | 0 | 0 | Superintendent Suspensions | | | 1 |
| Number all others | | 3 | 6 | | | | |

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

| Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | | 11 | TBD |
| # ELLs with IEPs | | 0 | TBD |
| These students are included in the General and Special Education enrollment information above. | | | |
| Number of Teachers | | | 7 |
| Number of Administrators and Other Professionals | | | 1 |
| Number of Educational Paraprofessionals | | | 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 | % fully licensed & permanently assigned to this school | | | 100.0 |
| | | | | % more than 2 years teaching in this school | | | 14.3 |
| | | | | % more than 5 years teaching anywhere | | | 71.4 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | | | 85.7 |
| American Indian or Alaska Native | | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | | | 100.0 |
| Black or African American | | 9.3 | 8.2 | | | | |
| Hispanic or Latino | | 3.7 | 4.1 | | | | |
| Asian or Native Hawaiian/Other Pacific | | 12.0 | 10.7 | | | | |
| White | | 68.5 | 77.0 | | | | |
| Male | | 42.6 | 46.9 | | | | |
| Female | | 57.4 | 53.1 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

| | Phase | | Category | | |
|--|-------------------------------|--|----------|---------|---------------|
| | In Good | | 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: | ELA: |
| Math: | 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 | | | | | | | |
| 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 | | | | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

| | |
|--|---|
| 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 CFN406 | District 20 | School Number 686 | School Name Brooklyn School of I |
| Principal Donna Taylor | | Assistant Principal | |
| Coach Toi Ferguson, Tribes/Staff Dev | | Coach | |
| Teacher/Subject Area Nicole Nelson, Academic Coord | | Guidance Counselor | |
| Teacher/Subject Area Anna Moshura, Art/Science | | Parent Kelly Baxter Golding | |
| Teacher/Subject Area | | Parent Coordinator Kelly Baxter Golding | |
| Related Service Provider | | Other | |
| Network Leader | | Other | |

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 | 0 | 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 | 196 | Total Number of ELLs | 8 | ELLs as Share of Total Student Population (%) | 4.08% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

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

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

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

Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an informal oral interview in English and/or native language with the help of our bilingual staff members, parent volunteers or outside translation services if required.

The intake staff consists of Donna Taylor - Principal; Nicole Nelson – Teacher with a Common Branch License who is the academic coordinator and as such takes a lead position; and Olga Maryamchik, ESL Teacher. All intake staff have received training on administering the HLIS and conducting the parent interview. The HLISs are then carefully examined by the Academic Coordinator, who determines if the student is LAB-R eligible.

Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student’s enrollment, by the Academic Coordinator. The student’s score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, based on the parents’ wishes and program availability. ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and ensure appropriate program placement. The Academic Coordinator is responsible for administering the NYSESLAT and determining continuation of services based on the results. For students who are transferring to PS 686 but are not new to the NYC Public School System previous NYSESLAT scores are used to determine ESL services eligibility and program placement.

As soon as we determine ESL services eligibility based on a student’s LAB-R or NYSESLAT scores, his or her parents receive an Entitlement Letter with a Parent Survey and Program Selection Form (in English and in their native language, if available) in which they are invited to attend an ELL Parent Orientation conducted by the Academic Coordinator and Parent Coordinator in conjunction with the administration. During this orientation the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained with the help of the DOE video in English and/or the caregivers’ native language and any additional questions are answered. Translation and interpretation services are made readily available by in-house bilingual staff for parents who require assistance during the Orientation meeting. The Parent Survey and Program Selection Forms are then collected and children are placed into the appropriate programs based on parent choice and program availability. Parents are informed of placements with a Placement Letter in English and their native language.

This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year. For parents who are unable to attend the scheduled Parent Orientation, one-on-one make-up sessions are offered continuously by the Parent Coordinator, and the Parent Survey and Program Selection Forms are returned to the school within 10 days of student enrollment, to ensure timely and appropriate program placement.

Last year 10 out of our 11 ELL parents selected Freestanding ESL as their Number 1 choice of program. 1 family whose native language is Greek and French selected Dual Language as their first choice, and ESL as their second choice. This year, all 4 parents of our 4 new ELLs selected Freestanding ESL as their number 1 choice. This year is our school’s second year in existence, and we do not have enough ELLs to form a Bilingual class, and are thus providing a Freestanding ESL program. This is consistent with parent choice, as almost all parents chose Freestanding ESL as their number 1 preference.

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 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 2 | 2 | | | | | | | | | | | | 4 |
| Total | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|---|---|--------------------------------------|---|
| All ELLs | 8 | Newcomers (ELLs receiving service 0-3 years) | 8 | 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 | 8 | | | | | | | | | | 8 |
| Total | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

Number of ELLs in a TBE program who are in alternate placement: 0

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 |

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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: | Asian: | Hispanic/Latino: |
| Native American: | White (Non-Hispanic/Latino): | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 | 4 | 4 | | | | | | | | | | | | 8 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 4 | 4 | 0 | 8 |

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.

Based on student enrollment and parent wishes, PS 686 offers ESL services in a Freestanding Inclusion ESL program. All of instruction is delivered in a Push-In model. We provide a total of 360 minutes of services for Beginner and Intermediate ELLs and at least 180 minutes of services for Advanced ELLs per week. We try to ensure consistency for our K-1 students and thus employ a Block class model (when a class stays together with their classroom teacher -- Best practice interventions have been shared by the Director of Student Services for our CFN Network, and turnkeyed by our Academic Coordinator to the classroom teachers who are providing all services to ELLs.

PS 686 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes with each student entitled to services. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Intermediate or Beginner level receive at least 360 minutes per week of ESL services, and those at the Advanced level receive at least 180 minutes per week of ESL services. The classroom teacher schedules her sessions accordingly to meet the required mandates.

To enrich language development and make content comprehensible, the Academic Coordinator collaborates not only with classroom

teachers, but other cluster teachers, as well as all service providers. As we use the Push-in Inclusion model, the classroom teacher is able to provide support to ELLs directly during content instruction with their regular classes. To develop English language skills while making content comprehensible the classroom teachers of ELL students use scaffolding techniques such as: heterogeneous grouping with English proficient students for collaborative projects, visual aids, modeling, Total Physical Response, multi-sensory and graphic organizers such as: semantic web and KWL charts. Explicit ELA includes the workshop model for Balanced Literacy focused on shared reading. The classroom teacher uses various methods such as vocabulary building games, art, drama, music, technology (BrainPop, Starfall, PBSkids.com, other literacy building websites, etc), and a native language classroom library that supports literacy for ELLs. Consistent with the Natural Approach for second language acquisition, our ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language. PS 686 uses a workshop model and project-based approaches that maximize student interaction and collaboration, targeting oral language development, which is crucial for ELLs in this developmental stage.

As we only serve grades K-2 and are in our second year of existence, we currently only have newcomer ELLs (0-2 years of services), none of whom are identified as SIFE or having special needs. Thus the entire ESL program (described above) is geared toward serving the specific needs of this subgroup.

For potential future SIFE students we will use visual supports to aid in literacy development in addition to native language resources to assist in the transition from the native language to English. We will use the assistance of our Literacy Coach to design the best program to address the particular learning needs of these students.

If in the future we are to accommodate ELLs with special needs, we will use appropriate services and strategies in our work with their students based on the recommendations of their IEPs. This may include employing Alternative Placement Paraprofessionals who speak the child's native language, in addition to ESL services, assistive communication devices, and various teaching methodologies adapted to the students' individual needs, such as TEACH or ABA techniques, for example.

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

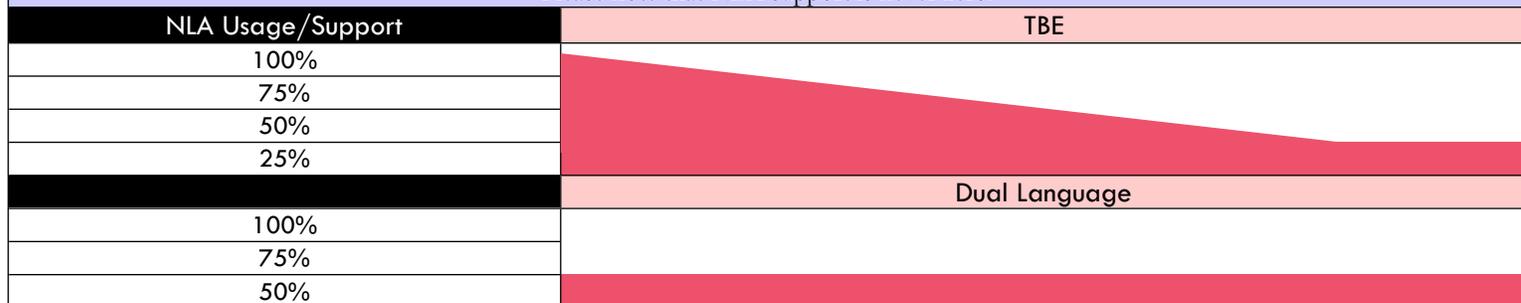
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



| | | | |
|------|------------------|--|--|
| 25% | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | | | |

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?

The push-Inclusion model ESL services are scheduled during Readers' and Writers' workshop blocks for maximum support in ELA. Math curriculum is also incorporated into push-in inclusion, and students are allowed to work on assignments they find most challenging with the support of the classroom teacher whenever needed. Classroom and cluster teachers collaborate to identify specific content concepts that can be reviewed by the Academic Coordinator and classroom teacher in their work with students, and ESL lessons are planned accordingly.

Olga Maryamchik is a certified ESL teacher and as such is a highly qualified individual able to provide the mandated units based on CR-Part 154 and NCLB Act.

We have incorporated leveled word study groups into our literacy building activities, and many of our ELLs are in the beginner level groups. These students receive additional support for target skills such as phonemic awareness, handwriting, and oral language development while working in their small group setting.

ELLs who have recently passed the NYSESLAT but can still benefit from additional support will receive it during push-in inclusion blocks into their classroom along with non-proficient ELLs in their class. In addition, our leveled word study groups will ensure that students are closely monitored and supported in their literacy development at their particular level.

Based on the results of ELL assessments last year we are discontinuing our weekly ESL pull-out class where students worked on a separate ESL curriculum, although closely alligned with their regular classroom instruction. Instead students will receive all ESL instruction in conjunction with their daily classroom work by working in small groups with the classroom teacher on their regular classroom tasks and projects. This will

increase curriculum consistency between ELLs and English Proficient students and facilitate language development across all content areas.

Specialty programs are afforded to all of our students regardless of ELL status, and include: the violin lessons taught by a part-time violin teacher; Tribes Learning Community enrichment; a fully equipped Block Room featuring hollow and child craft blocks with which kids construct and label while fostering communication, community building, creativity, imagination, and vocabulary development.

The parent-paid Wingspan Arts Afterschool Program, various field trips, and school events are also available for all PS 686 students. ELLs are included in all aspects of the activities.

ESL curriculum is closely aligned with students' regular classroom work and is focused on building oral communication and literacy skills. The classroom teacher thus uses materials from the regular classroom curriculum and modifies them as necessary according to the needs of individual students. These materials include Words Their Way and Everyday Math curriculum, Foss kits for hands-on science learning, as well as various manipulatives, blocks, visuals. Each classroom is supplied with leveled reading books and literacy building games. Books in the students' native language are also available for story time and building transferable literacy skills for students with emergent literacy in their native language. Bilingual and picture dictionaries supplement each classroom library for additional multi-language support. Students can work with technology using literacy promoting websites, (Starfall, BrainPop, PBS Kids.org, etc.) as well as native language educational websites, accessible through individual classroom laptop computers and the Smart Board.

Our Art/Science teacher is a fluent Russian speaker, able to provide native language assistance to all of our current ELLs. Additional assistance is provided in forms of bilingual dictionaries, heterogeneous student grouping, visual aids and labels in the students' native language as well as English, native language reading libraries, and access to technology and native language websites to support native language development. Students' native language is also incorporated into personal writing projects and oral presentations during ESL sessions.

The main focus of all K-1 students, regardless of ELL status is building oral language and literacy skills. Our ESL program has the same goal as its priority. Reading materials are chosen to be developmentally appropriate for our K-1 students, and student choice in the selection of materials is solicited and encouraged.

PS 686 currently does not offer any language electives as a part of the school curriculum. However because parents have expressed a strong desire for a foreign language program, we are currently in negotiations with our afterschool provider to include a foreign language class into their curriculum.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our Academic Coordinator and classroom teachers attend regular ELL PD workshops provided by the DOE. The information and materials obtained at the workshops is then shared during regularly scheduled planning periods with all cluster classroom teachers who work with ELLs.

We currently serve grades K-2 only, and will continue to grow over the next several years until we have grades K-8 in our school. Thus none of our ELLs will be transitioning this year or for several years to come.

All staff members will be sent for ELL training provided for by the district office to obtain the minimum 7.5 hours as per Jose P. Nicole Nelson, Academic Coordinator, and Toi Ferguson, Staff Developer are responsible for Turn-Keying ESL methodology to contact area teachers. This is evidenced by time spent in weekly faculty meetings wherein teachers from all grades collaborate in two groups, one led by Nicole Nelson, Academic Coordinator, and the other led by T Ferguson, Staff Developer. In addition, during grade planning meetings every week, Nicole and Toi spearhead training sessions to address ESL needs based on the needs assessment of each ELL. SBI is in full compliance

of the 7.5 hours of ELL training for all staff as per Jose P.

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?

We have a very involved PTO and a parent volunteer community at PS 686. The language background among our school's parents is very international, as about a third of our parents are native Russian speakers and many others speak languages other than English. This provides for a very welcoming environment for our ELL parents, many of whom participate in the activities of the school on a regular basis. Translation and interpretation are readily available from parent volunteers and/or the school staff.

The PTO holds regular meetings and organizes numerous events and functions throughout the year. Our Parent Coordinator is in constant communication with all parents, including those of ELLs, to coordinate Parent volunteer activities, school events, etc. Parents are always welcome in our school, and are invited to participate in curriculum mornings, open houses, and special classroom celebrations on a regular basis.

We do not partner with any outside organizations or CBOs to provide special workshops or services to ELL parents at this time.

Our Parent Coordinator, classroom and ESL teacher, and Administrators are always in communication with parents, and welcome and incorporate parent feedback into program development. Our school website includes a multitude of information and resources for parents to stay up to date on their kids learning, including regularly updated class videos, an ongoing schedule of events, and an opportunity to provide feedback and voice questions and concerns by contacting our staff. Our regularly scheduled Parent Teacher conferences, as well as curriculum mornings, and PTO meetings provide an additional forum for parents to communicate their needs and wishes to the school.

Our principal, Donna Taylor, maintains an open-door policy and has an open invitation to parents to make appointments to come in, talk with her, address any needs they feel are not currently being met, and tour the school during a regular day. This gives parents an additional and direct line to school administration.

We have received and continue to receive very positive feedback from our parents regarding school programming and services. Satisfaction and feedback surveys distributed during meetings demonstrate this trend.

Parent Volunteers Kelly Baxter Golding and Helen Varshaw invited parents to a special forum to talk about parent concerns about their kids being ELLs and how we can best support them in the classroom. We have also initiated with a weekly newsletter sent out to parents to apprise them of all activities in the classroom and home extensions where they can help their children.

We have monthly parent visits where parents can come into the classrooms and see what their ELL children are learning and how they can extend that learning at home, to understand any concerns and to be sure there is articulation between the school and the home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

| 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.

PS 686 uses ECLAS-3 to assess the early literacy skills of all students, including ELLs. We also use Running Records to determine the reading level in Fountas and Pinnell. We noted last year that ELLs scored lower in reading and writing than English Proficient students, and generally had a lower reading level as a group than their English Proficient classmates. Based on this observation we adjusted our daily schedule to allow for even more in-class support during literacy blocks and eliminated the weekly pull-out ESL class altogether. This year ELLs will receive ESL instruction tailored specifically and entirely to their regular classroom goals and areas of struggle, by working on their regular classroom tasks with the support of the Academic Coordinator. We hope that this alignment of language and content will improve consistency and facilitate a more comprehensive literacy skills development for our ELLs.

All ELLs are assessed by the LAB-R upon enrollment and the NYSESLAT in the spring until reaching proficiency. All of our ELLs who were enrolled in PS 686 in 2009-2010 were tested with the NYSESLAT in Spring 2010. Of the 11 ELLs who were tested 7 tested at the Proficient level, 3 tested at the Intermediate level, and 1 tested at the Advanced level. Of the 4 ELLs who did not test out of services (all of whom are in Kindergarten) Speaking and/or Writing sections show the area of most struggle. In the Speaking and Listening section, Speaking proved most difficult for the ELLs that did not pass the test.

As NYSESLAT results have revealed that students need more opportunities to increase speaking and writing proficiency, ESL and classroom instruction will focus on providing those opportunities and support. This year all ESL support will be provided in the classroom during literacy blocks to ensure content continuity. The classroom teacher will work with a small group of ELLs focusing on the day's lesson but giving each child more opportunities to practice their language skills more frequently in a lower student-to-teacher ratio. The Academic Coordinator will collaborate with classroom teachers to create lessons and projects that require more practice of those target skills (such as small group collaborative projects that encourage more speaking, and additional writing activities sent home for practice, etc.), in addition to continuing support in Listening and Reading development. The classroom teacher will communicate regularly with parents to suggest additional language rich activities that can be done at home to further support literacy development.

There are currently no test scores available on which to compare the ELLs and the Native Speakers, as all of our students are not yet being tested with content area state exam in grades K-2. Furthermore, our entitled ELLs are only in Kindergarten and 1st grade. As more test scores become available instructional decisions based on areas of strength and weakness in ELLs as compared to English Proficient students will be made accordingly.

The Academic Coordinator will collaborate with classroom teachers to focus work with ELLs on the areas of language development that need most improvement. Push-in ESL support during literacy and content instruction, and the Balanced Literacy approach will be implemented in all classrooms for ELLs and English Proficient students alike to ensure consistent language and literacy development across all language modalities.

Our ESL program will be evaluated based on students' performance on the NYSESLAT and other NYS tests, as Specific areas of strength and weakness will be identified and ESL instruction will be geared toward addressing areas of need. The current passing rate of 7 out of 11 ELLs during their first year of services as well as marked improvement in all of our ELLs language abilities throughout the last year (as assessed by the classroom teachers) shows us that our ESL program is successful is helping our students develop the skills they need to succeed academically.

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.

Additional Information

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |