



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BROOKLYN BROWNSTONE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K628

PRINCIPAL: NAKIA HASKINS EMAIL: NHASKIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nakia Haskins	*Principal or Designee	
Alexander Brunner	*UFT Chapter Leader or Designee	
Debbye Patrick	*PA/PTA President or Designated Co-President	
Khadijah Suluki	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	
Anika Stokes	Member/Parent	
Tabitha Washington	Member/Parent	
Madeline Serrano	Member/Parent	
Paul Johnson	Member/Parent	
Denise Wadler	Member/Teacher	
Sarah Darrell	Member/Teacher	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #1</p> <ul style="list-style-type: none">• By June 2012 20% of our 4th grade level 2 students in math will move to level 3 or better as indicated on the NYS Math exam.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• 60% of 3rd grade received level 2 on the 2010-12 NYS math exam.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• The teachers use the 3 tier RTI model to improve student understanding• Network 533 Math Staff Developer will be working with teachers to strengthen their knowledge in the Common Core Learning Standards in order to deliver daily differentiated math lessons.• Teachers meet twice weekly to plan lessons and familiarize themselves with rubrics that are aligned to the Common Core Learning Standards.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Workshops will be held to inform and assist parents with math skills and understanding.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• All teachers are currently Highly Qualified Teachers. However, they will receive continual professional development our network CFN 533.
<p>Service and program coordination</p> <ul style="list-style-type: none">• The School has established a pre-k that focuses on improving the language skills of all students in order to ensure a successful transition to the lower elementary grades.• A Family worker promotes parental outreach
<p>Budget and resources alignment</p> <p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:</p> <ul style="list-style-type: none">• Supervisor per session (2 days per week)• Professional instructional materials to support curriculum development during the regular school day.• Consumable instructional materials for use during extended day programs.• Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012 75% of students in grades 1-4 will achieve levels 3 or higher in using evidence to support opinion and arguments, as assessed by our four point opinion and argument writing rubric.

Comprehensive needs assessment

- Common Core instructional shifts focus on opinion and argumentative writing. This is a new focus for us and is a skill that must be explicitly taught.

Instructional strategies/activities

- Teachers will develop collaborative planned evidence lessons that incorporate oral and written skills needed for providing evidence to support opinion and arguments.
- Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.

Strategies to increase parental involvement

- Workshops will be held to inform and assist parents with the transition to Common Core Learning Standards

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently Highly Qualified Teachers. However, they will receive continual professional development from our network CFN 533.

Service and program coordination

- The School has established a pre-k that focuses on improving the language skills of all students in order to ensure a successful transition to the lower elementary grades.
- A Family worker promotes parental outreach

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012 the percentage of students with chronic lateness and absenteeism will decrease by 10% as measured by ATS.

Comprehensive needs assessment

- Attendance for 20% of students is less than 90%. Regular attendance is a precursor for academic achievement.

Instructional strategies/activities

- Continue daily parent contact of students with absences and lateness.
- Continue monthly and weekly recognition of students with perfect attendance.
- Recognize parents who improve student attendance.
- Provide Professional Development on links to attendance and student achievement.
- Family worker will contact parents whose children have more than 3 lateness or 2 absences in a week in addition to School Aide daily attendance outreach,
- Creating School Aide structure and routines to track and document daily attendance
- Star of the Week must have perfect attendance
- Monthly certificate for students with perfect attendance.
- Applebee's coupon for a free meal for students with perfect attendance.
- Post a staff person at entrance several days a week to track student lateness
- Encourage classroom incentives for class/students with perfect attendance
- Post classroom banner for best attendance of the month
- Solicit donations from the community business for attendance incentives

Strategies to increase parental involvement

- Workshops, PTA, and individual meetings with families in need of more support with attendance issues.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently Highly Qualified Teachers. However, they will receive continual professional development from our network CFN 533.

Service and program coordination

- The School has established a pre-k that focuses on improving the language skills of all students in order to ensure a successful transition to the lower elementary grades.
- A Family worker promotes parental outreach

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012 100% of teachers in grades Pre-k -4 will have 100% of their literacy and math curriculum aligned to CCLS.

Comprehensive needs assessment

- The introduction of the Common Core Learning Standards (CCLS) and the NYCDOE Instructional Expectations requires us to revise our current curriculum maps to address the new standards. Teachers are becoming more familiar with the CCLS and how to incorporate them into daily instructional practices.

Instructional strategies/activities

- Teachers will collaborate at least twice a week during common prep periods to develop lessons that include rigor, essential questions and the big ideas and are aligned to the CCLS
- Staff continues to receive PD from the network and consultants on the CCLS.
- Election Day, Brooklyn/Queens Day and 1 calendar change requests for non attendance will be used to plan and update curriculum maps to align with the Common Core Learning Standards.

Strategies to increase parental involvement

- Workshops, PTA to familiarized parents with the CCLS.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently Highly Qualified Teachers. However, they will receive continual professional development from our network CFN533

Service and program coordination

- We utilized our DINI grant to provide professional development on curriculum mapping and the use of the Rubicon Atlas program.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	20	20	N/A	N/A				
1	20	20	N/A	N/A				
2	20	20	N/A	N/A	1			
3	20	20	N/A	N/A				
4	10	10						
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students utilize Imagine Learning and small group instruction with AIS teacher during the school day and after school
Mathematics	Students receive small group instruction with AIS teacher during the school day and after school
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Student receives small group counseling during the school day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 533	District 16	School Number 628	School Name Brooklyn Brownstone
Principal Nakia Haskins		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area Jacqueline Samayoa		Guidance Counselor N/A	
Teacher/Subject Area Denise Wadler		Parent Debbye Patrick	
Teacher/Subject Area Amanda Richards		Parent Coordinator N/A	
Related Service Provider type here		Other Khadijah Suluki, Family Worker	
Network Leader Nancy Ramos		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	198	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The ESL Program at Brooklyn Brownstone School will serve students identified in grades K-4th. When newly admitted students are registered, parents are given the Home Language Identification Survey. If a parent speaks a language other than English, we have forms readily available in their preferred language. A certified team member (a licensed pedagogue or administrator) will speak to the parents and conduct an informal interview with the child to determine if the child is eligible for LAB-R testing. After having initialed the Home Language Survey, the teacher will administer the LAB-R to newcomers during the first 10 days of attending school. All LAB-R exams will be hand scored at the school to determine English Language Proficiency. If the student is entitled to services they are placed in a program of their parent's choice and will remain there until they take the NYSESLAT. Based on the LAB-R or NYSESLAT scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency. In order to evaluate ELLs, we
 2. Our school strives to assure that every parent knows the program choices available to them. When a child is determined to be an ELL his/her parents we will invite them to attend an orientation meeting with our Parent Coordinator and ESL Teacher. During this meeting, parents will view a Department of Education video entitled "Orientation for Parents of English Language Learners", explaining the three program choices, Transitional Bilingual Education, Dual Language program and English as a Second Language. Parents will have the opportunity to ask questions and make appropriate choices. Documentation will be kept in a binder for compliance records.
 3. Entitlement and placement letters will be distributed to students to take home to their parents. If forms are not returned in a timely manner, the Family Worker and or a teacher will call the home and request they return the form. Parents who pick up their children will be approached after dismissal. If form is not returned the default program for ELLs is Transitional Bilingual as per CR Part 154. However, if there are not enough students to form a Transitional Bilingual Program parents will be given the option to transfer their child to a school that has a Transitional Bilingual Education program in their region.
 4. Our team members will review the Home Language Surveys and honor the requests of parents. We expect to will hold meetings along with the Family Worker to solicit questions and concerns and encourage parents to meet with our staff. In the event, we do not have a teacher who speaks the parents' native language, we will communicate with our Network ahead of time, to provide us support. We will also use the DOE translation unit in order to translate upcoming events, orientations, and notices.
 5. At the present time, we have not had any Program Selection forms to review trends in program choices.
 6. We also do not have any parent request forms.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education	0	0	0	0										0

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0										0
Push-In	0	0	0	0										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	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	
	EL L	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: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The ESL Program at Brooklyn Brownstone School will serve students identified in grades K-4th. Entitlement for ESL Services is determined by the Home Language Identification Survey Forms and scores in the Revised LAB-R or the NYSESLAT. Based on these scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency. This includes Beginners (B), Intermediate (I), and Advanced (A). Students who are found eligible for services will receive instruction in the following manner: Students in the beginning and intermediate levels will receive 360 minutes of services, and those in advanced level will receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Students will be pulled out from their classes to be given instruction by the ESL teacher except during Reading and Writing workshop in which the teacher will do push-in to the classroom to supplement and reinforce instruction of the classroom teacher to the ELL's. The ESL Program at the Brooklyn Brownstone School is designed to develop the basic interpersonal communicative skills in English through Cooperative Learning Approach either by pair or small groups. It also strives to improve the development of Cognitive Academic Language Proficiency by integrating effective ESL methodologies throughout the curriculum and content areas. Students will be grouped according to grade and proficiency level (Beginners, Intermediate, and Advanced) to ensure that the content designed for their language acquisition and learning level will be developmental appropriate for them. The ESL teacher will pull out 1 to 6 students per group for ESL instruction. The language of instruction used in the ESL program is English. Although there are dual language books available and other resource materials available for student use, the ESL Teacher will require them to read, write and speak in English.

The ESL teacher will use differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Such approaches are as follows:

1. The language experience approach. This will enable students to develop academic skills through listening, speaking, reading, writing, and thinking, with focus on teaching the structure and convention of the English language. Integrating ESL in the content is used in thematic learning activities. Working through each unit, ELLs could master the both language and the concepts.

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?

Paste response to questions 5-14 here

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.

The ESL teacher will attend staff development within the school and study group for ESL teachers in the Children First Network throughout the school year and well at those available on Protraxx. The majority of the staff development will focus on data driven instruction and research-based strategies that will help the ELLs acquire language proficiency and meet the state standards. The ESL

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

E. Parental Involvement

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

Brooklyn Brownstone School Parent Compact

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

Required School-Parent Compact Provisions
School Responsibilities

Brooklyn Brownstone School will:

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

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

Curiosity

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

Community

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

Commitment

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

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

Task Description

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

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

Parents will be kept abreast of student progress through communicating with the classroom teachers. In addition, there are two regularly scheduled Parent-Teacher Conferences where parents and teachers have the opportunity to discuss each students progress at parent-teacher

E. Parental Involvement

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

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

November 15, 2011 and March 19, 2012

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

Report Cards: 11/15/11,3/19/12,6/27/12 Progress Reports: 10/9/11,1/14/12,4/13/12

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

E. Parental Involvement

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Commitment

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

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

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

November 15, 2011 and March 19, 2012

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

Report Cards: 11/15/11,3/19/12,6/27/12 Progress Reports: 10/9/11,1/14/12,4/13/12

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

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

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

Paste response to questions 1-6 here

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.

Paste additional information here

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

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

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.

Paste additional information here

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		Nakia Haskins
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		Debbye Patrick
	Teacher/Subject Area		Denise Wadler
	Teacher/Subject Area		Amanda Richards
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K628** School Name: **Brooklyn Brownstone School**

Cluster: **5** Network: **533**

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

Part A: Needs Assessment Findings

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

When newly admitted students are registered, parents are given the Home Language Identification Survey. If a parent speaks a language other than English, we have forms readily available in their preferred language.

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.

After reviewing the Home Language Identification Surveys, we have concluded that we do not have a need written translations and/or oral interpretation services

Part B: Strategies and Activities

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

If a parent/guardian is need of forms and/or information not readily available on the NYDOE website we will contact the Translation and Interpretation Unit to request written translation and /or schedule an oral interpretation to ensure that parent get required information in a timely manner.

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

If we need to contact a parent/guardian or if they need to contact us we would ask that they identify a friend or family member that is readily available for interpretation and contact the Translation and Interpretations Unit to schedule an oral interpretation services when possible. In addition, we seek to hire a DOE staff member who speaks the language required during staff recruitment.

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>.

We will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>. We will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. If more than 10% of the children at our school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant Section VII of

chancellor's Regulation A-663 and shall post and provide such forms in accordance with the section.