



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN NEW SCHOOL

DBN: 15K146

PRINCIPAL: ANNA ALLANBROOK **EMAIL:** AALLANB@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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
Anna Allanbrook	*Principal or Designee	
Regina Gori	*UFT Chapter Leader or Designee	
Briam Moser	*PA/PTA President or Designated Co-President	
Ron Fliegelman	Member/Parent	
Kristel Kubart,	Member/Teacher	
Sung Lee	Member/ Parent	
Regina Godfrey	Member/ Assistant Principal	
Arbo Doughty	Member/ Teacher	
Diane Castelucci	Member/ Teacher	
Penina Hirschman	Member/ Teacher	
Tish Doggett	Member/ Parent	
Rachel Pratt	Member/Parent	
Joanie Plake	Member/Teacher	
Liza Featherstone	Member/Parent	
Takiema Bunche Smith	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 100% of grade level teams will have developed grade level team goals for the year and will have presented documentation of measurable progress in the team's identified area of professional growth.

Comprehensive needs assessment

Administrative meetings with each of the grade level teams identified specific areas to enhance instruction, curriculum planning or assessment. Grade level teams discussed with the administration the professional development needs they wanted to prioritize for this school year. Individual teachers' personal practice will be enhanced, resulting in movement towards higher levels of proficiency in a specific domain. This goal is aligned with the directive given to principals to use the Danielson Rubric as the process of evaluating teachers.

Instructional strategies/activities

Having determined an area for focus, the teachers will gain insight as to their current level of performance in the selected domain on the Danielson rubric. With administrative input and through grade level team collaboration, teachers will put in place a plan to achieve the goal. The collaborative efforts of the teachers on the grade level will support both the individual and the team in meeting this goal. Grade level team teachers are scheduled for back to back common preps once a week in order to provide time for collaboration and will spend some time to focus on specific plans and activities to support progress toward achieving the professional development goal. As well, grade level teams meet with the administration monthly to discuss growth and strategies for moving their practice and to discuss next steps. These might include intervisitations, curriculum planning, co-teaching, documentation, assessment planning, and looking at student work. Team and administrative meetings track progress on a monthly basis. Meetings held in May and June will allow teachers/grade level teams to share a final report on the achievement and/or progress toward the identified goal.

Strategies to increase parental involvement

At monthly grade level parent breakfasts, the grade level team goals are shared with the parents. For example, the kindergarten team goal is focused on the documentation of student progress and making that progress visible to parents. In grade one, a parent is supporting the achievement of the team's goal by visually documenting student work. This documentation can be shared with all families.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

The main structure that supports this goal is the scheduling. Teachers are provided with six preps a week, two of which are back to back planning periods. These are used for goal work.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, the percentage of students scoring on grade level for reading fluency will increase by 10%.

Comprehensive needs assessment

Classroom teachers and AIS (Academic Intervention) teachers worked together to identify students in Grades 1 through 5 reading below Fountas & Pinnell level for the grade they entered in September 2012. As well, all children in Grades 2 through 5 will be assessed via a fluency screening in the fall and spring. Their level of performance will be compared to national norms for oral reading fluency.

Instructional strategies/activities

All students in Grades 2 through 5 will be screened in the fall. Students identified for below grade level fluency will be targeted for academic intervention services focusing on reading comprehension skills. Two part time AIS staff will provide these services to meet with the identified students two times per week. Once student needs are identified, they are grouped according to need and level. In the 2012-2013 school year, Becky Eaton and Abby Vaughn are using the Fountas and Pinnell Intervention Program with 1st and 2nd graders who are below grade level. Katherine Sorel is using the Questioning the Author approach with fourth and fifth graders struggling with non-fiction. A Fountas and Pinnell assessment is administered to those students receiving these services in October to gain baseline information (either in fiction or non-fiction) and will be readministered in January both to assess students' individual progress and to evaluate the efficacy of these approaches. In addition, many classroom teachers are investigating other approaches such as GLASS analysis with Nancy Boyle's comprehension strategies. All students whose fluency scores were below the 40th percentile in September will be rescreened in January to determine who continues to need support and whether the approaches being used have been effective. In June, all students whose fluency norms were below the 40th percentile in January will be rescreened. All 3rd graders will be administered a fluency screening in June as a measure of what percentage of our 3rd graders are ending the year at grade level, as has been shown to be essential for future reading success. Based on this screening we can show that the percentage of our 3rd graders on grade level was 78% in 2012. We hope to see this number increase to 85% in 2013. We also hope to see our percentage of high risk students (those who can read less than 70 words of a grade level passage in one minute) decrease thanks to our more targeted intervention. Student level of performance will be compared to national norms for oral reading fluency. Performance on the spring assessment (the fluency screening) will show an increase of ten percent of students meeting grade level norms.

Strategies to increase parental involvement

Parents of all students selected for intervention services are given letters informing them of the child's needs and the intervention services planned. Parents are invited to a *Parents as Learning Partners* breakfast that is focused on literacy and supports provided in school. Intervention teachers provide parents with resources to support literacy growth at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

Three part time literacy intervention teachers are budgeted. All work on Tuesday in order to ensure time for AIS Team meetings and co-planning.

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 2013, grade level teams will align recorded ELA and Math Benchmark data to the ELA and Math Common Core Standards and will develop a format for reporting this data on progress reports as well as incorporating the CCS standards into ongoing revisions of curriculum maps.

Comprehensive needs assessment

To provide adequate data that is based on the performance of students in relation to academic content and growth over time, the current ELA (reading and writing) and Math Benchmarks will be revised and integrated into the reporting format for parents. These benchmarks will be aligned with the curriculum maps, which will be revised in relation to the Common Core Standards.

Instructional strategies/activities

In September, the entire staff met to agree upon a process for revising the benchmarks. In October, grade level teams met for three sessions to address the content and the language of the benchmarks and develop ways to communicate that information through the progress reports. The progress reports were updated in the BNS Filemaker Database and prepared for written communication with parents three times a year. By November, each grade level team will have presented their revisions for the first progress report. By January, each grade level team will have presented their revisions for the second progress report. By June, each grade level team will have presented their revisions for the third progress report and will have completed the curriculum maps that reflect the Common Core Standards. By June, curriculum planning will include revisions in relation to the Common Core Standards. Inquiry work will happen during our Monday meetings and at grade level team meetings. Administration will meet monthly with each grade level team to determine progress.

Strategies to increase parental involvement

Communication with families regarding the child's progress throughout the school year and over time supports the home/school partnership. When the data reported to the families is aligned to the Common Core Standards, parents have increased understanding of performance in relation to academic content and learning experiences.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

Teachers will accomplish these tasks during the regular school day and at our Monday staff meetings. The BNS Data Specialist is funded with ARRA RTTT Data Specialist funds. This allows her to work per session in order to input the newly revised benchmarks into the school progress reports.

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 2013, the principal and the assistant principal will hold monthly grade level meetings and bi weekly meetings with new and untenured teachers (pre-k through Grade 5) to support new teachers on the grade level, ICT partnerships, ELA CC learning standards, grade level planning and goal work, and effective use of common preparation periods.

Comprehensive needs assessment

New teachers need to be fully integrated into the grade level team and to collaborate with their team to plan and develop curriculum and assessments. ICT partnerships need to reflect on their daily practice and to revise their process as a part of their co-planning and co-teaching. The focus for both the new teachers and the new ICT teams is that they are most effectively meeting the needs of their students and implementing the ELA CC learning standards. Grade level teams must reflect on their collaboration and their effective use of preparation periods to focus on children's needs, progress and assessment.

Instructional strategies/activities

The administration will meet on a bi-weekly basis with new and untenured teachers and will meet with grade level teams every month to review goals, curriculum, and practice. The administration will observe the common preparation periods and provide feedback. The administration will observe ICT teams with an eye to observing the effectiveness of their delivery as a team in addressing the diverse needs of the learners in the ICT classrooms. Lastly, the administration will monitor teacher collaboration in order to ensure consistency of instruction across the grade. This process will take place from September through June.

Strategies to increase parental involvement

The administrative support of new teachers and new ICT partnerships will include a focus on parental involvement. Teachers will be expected to invite parents in for student events in which published work will be shared. This will happen at least two times during the year. Teachers will also be given feedback on the written progress reports, which they write three times a year. Administration will conduct staff development meetings on Monday afternoons to review progress report writing and ways to share assessments with parents. Administration will also sit in on some parent teacher conferences.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Consistent use of the common planning periods on a bi-weekly basis will allow the administration the time to observe and participate in planning meetings and goal work. Regular observations of new teachers and ICT partnerships will ensure success.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA (69 students grade one to five)	Remedial Rdg, Great Leaps, Fluency Work, Writing Support, Word Work, SIPPS, Wilson	Small group, one-to-one, push-in	During the school day
Mathematics (65 students, grade one to five)	Do the Math, MIC, TERC	Small group, one-to-one, push-in	During the school day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) (25 students, Grades 2 - 5)	Healthy body image, friendship, bullying, individual counseling	Small group, one-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Brooklyn New School, PS 146 forms a hiring committee every spring. The committee is made up of the Principal, the Assistant Principal, and teachers from a range of grade levels. The committee interviews many prospective candidates, asking each of them the same five questions. Some of these candidates are then asked to come in to conduct a model lesson.

Brooklyn New School has a very high retention rate. This is because the school makes a point of supporting its teachers by providing mentors, grade level teams, and weekly professional development. There is an expectation that the grade level team will support a new colleague so that he or she is able to have a successful beginning year.

Teachers are also allowed and encouraged to attend professional development opportunities that are aligned with their needs, the content that they are teaching, their goal work, and their aspirations for personal growth as an educator. This along with the school wide professional development offered the entire staff helps to maintain and improve their capacity as outstanding teachers. Professional satisfaction ensures retention.

In the spring of each year, preference sheets are given out to each teacher. The Principal then schedules one-on-one conferences with every single teacher to discuss each teacher's goals and possible assignments. Final decisions about assignments are posted in late spring and reflect the needs of the school and its staff.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Alison Sheehan	District 15	Borough Brooklyn	School Number 146
School Name Brooklyn New School			

B. Language Allocation Policy Team Composition [?](#)

Principal Anna Allanbrook	Assistant Principal Regina Godfrey
Coach Shirley Soo Hoo	Coach
ESL Teacher Michele Rayvid	Guidance Counselor Yolanda Holland
Teacher/Subject Area Taura Ottey/Spanish	Parent Shiho Tanaka-Kaline
Teacher/Subject Area Dolores Montero/4th grade	Parent Coordinator Amy Sumner
Related Service Provider Katherine Anderson/OT	Other
Network Leader Alison Sheehan	Other

C. 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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	632	Total Number of ELLs	24	ELLs as share of total student population (%)	3.80%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a child is first admitted to Brooklyn New School, parents are required to fill out a Home Language Identification Survey (HLIS) in the parent's preferred language. Our New York State Certified ESL teacher, Michele Rayvid, administers the HLIS with the assistance of our bilingual Day School Secretary, Frances Tirado and our bilingual Parent Coordinator, Amy Sumner. This enables our ESL teacher to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal oral interview is held with the family in the native language, administered by our ESL teacher with the assistance of bilingual Day School Secretary, Frances Tirado, responsible for our pupil accounting, or one of our many dual language New York State certified teachers trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered within 10 days school days to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish by our NYS licensed Spanish language teacher, Taura Ottey, to children whose native language is Spanish. Our ESL teacher, Michele Rayvid, administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.

2. Parents of newly enrolled students at BNS are involved in all aspects of decisions affecting their child's education. Once a child has been identified as an English language learner, parents are notified within ten days of registration by our Parent Coordinator, Amy Sumner, of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator, Amy Sumner, with the assistance of our ESL teacher, Michele Rayvid and several of our bilingual teachers. During the orientation, parents view a parent information DVD in their native language as well as receive translated materials about the three ELL programs available to them, Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are also informed that studies show that ELLs who remain in one program consistently attain proficiency in English more rapidly and perform better academically than ELLs who change from one program to another. At the end of the orientation, families are given the opportunity to ask questions and speak to our bilingual staff.

3. Our school ensures that entitlement letters are distributed and returned. These forms are distributed by our Parent Coordinator and stored in a file cabinet in the main office. At the end of the parent orientation, school staff collect the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator, Amy Sumner, makes sure all forms (entitlement letters, Parent Survey and Program Selection) are returned. She is responsible for parent outreach and personally contacts parents via phone and email. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.

4. Parents are informed that once the LAB-R is administered to their child, within 10 school days, they will be notified in writing in both English and their native language of their child's eligibility and placement in a program of their choice, if possible. Parents are

told that our ESL teacher administers the LAB-R, a test that establishes English proficiency level. Those children that score at or below proficiency become eligible for state-mandated services for ELLs. Our school makes every effort to stay in close contact with ELL parents through one-on-one meetings, phone conversations and informational packets, all translated into the native language. Our Parent Coordinator, Amy Sumner, stays in touch with families and places parent outreach at the top of her priority list.

5. Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, Brooklyn New School offers a Freestanding ESL program with 100% of instruction in English. This has been the trend in program choice that parents have requested for the past few years. In both 2010 and 2011, 100% of our ELL parents requested Freestanding ESL for their children.

6. The program model, Freestanding ESL program with 100% of instruction in English, offered at our school is aligned with parent requests. By updating our ELL Admission Program Data form, by using information we glean from parental forms, by continuously monitoring and self-reflecting whether we are meeting the needs of parents of ELLs as indicated on these forms, and by storing these documents in our centralized main office for easy monitoring and access, we are honoring parental choice.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23	0	9				1	0	1	24
Total	23	0	9	0	0	0	1	0	1	24

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																		
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	3	4	3	1	2	1								14
Chinese			1											1
Russian	1													1
Bengali														0
Urdu														0
Arabic		1												1
Haitian	2													2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1	1										5
TOTAL	8	6	5	2	2	1	0	0	0	0	0	0	0	24

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

3. Content area instruction at BNS is delivered in English. Math, science, social studies, art and music are integrated in hands-on exploration. Children see the city, the environment, history and culture. They learn conclusions about what they see and feel. Children learn their ties to other people, the past and to the future. They become stronger readers and writers by using reading and writing as tools to carry out investigations. Our inquiry based curriculum enables students to problem solve and to effect change. Children apply knowledge gained with teachers in and outside of the classroom. Instruction is experiential and hands-on with a standards-based curriculum that also focuses on children's individual needs and interests. Instruction in our early grades makes use of concrete materials and manipulatives that make meaning easy. BNS has implemented an ESL program that ensures continuity of instruction and language development as well as academic rigor. Our ELLs participate in a rigorous instructional program that is aligned with ESL and content learning standards and core curriculum. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our

A. Programming and Scheduling Information

New York State certified ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our Balanced Literacy approach follows the workshop model of Teachers College and our teachers provide scaffolds to enable our ELLs to process new information. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual picture dictionaries with accompanying workbooks, Words Their Way Word Study Notebooks, Jazz Chants for Children, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and music CDs. To support use of the native language, our classrooms libraries contain many bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. We believe that when ELLs are given appropriate rigorous instruction, school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers.

4. All entering Spanish speaking ELLs are administered the LAB-R in Spanish when they first enter our school. Our NYS certified Spanish teacher, Taura Ottey, administers this formal assessment. Because we are a DYO school with a diverse population of Spanish, Mandarin, Cantonese, French and Japanese speaking staff, we are able to devise our own informal assessments to appropriately evaluate ELLs in their native languages.

5. Because BNS is a diverse learning community, our instruction needs to be differentiated. Furthermore, our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching by varying content, process and products. Brooklyn New School has a plan for SIFE students. This includes making an individualized student needs assessment, creating an AIS plan for the student that focuses on the literacy and math component, utilizing grade appropriate instructional support materials, differentiating instruction in all areas and providing our staff with professional development in both identifying and scaffolding instruction for these students. BNS also has a plan for ELLs in school for less than three years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our buddy system pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention, such as Wilson Reading and Great Leaps, is also offered to our newcomers. Newcomers are encouraged to attend our After School Program and make social connections. Additionally, to prepare for ELA testing after one year, our newcomers are given individualized student needs assessments, with an AIS plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLs receiving service 4 to 6 years involves intensive daily academic intervention in Wilson Reading, Guided Reading, Great Leaps and small group math pullout support. Our action plan for Long-Term ELLs, whose scores on the NYSESLAT, ELA and Math assessments suggest that their challenges are in reading and writing, involves daily targeted intervention in reading and writing, monitoring the progress of students in all content areas to differentiate instruction for literacy needs and encouraging participation in after school literacy programs.

6. Our teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials that provide access to academic content areas and accelerate English language learning. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELL-SWDs. Our Balanced Literacy approach follows the workshop model of Teachers College and our teachers provide scaffolds to enable our ELLs to process new information. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual picture dictionaries with accompanying workbooks, Words Their Way Word Study Notebooks, Jazz Chants for Children, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and music CDs. To support use of the native language, our classrooms libraries contain many bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Furthermore, all our ELL-SWDs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization,

A. Programming and Scheduling Information

schema building, text-representation and meta-cognition – are evident in all our classrooms.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. In fact, one of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Collaborative Team Teaching Program. We began with one third grade CTT class several years ago, and slowly expanded the program so that there is now one CTT class in each grade K-5. Students who need more continuous support than they receive in SETTs, but who do not require the intensive support of a smaller 12:1 classroom, now have an appropriate supportive classroom placement in our school. With six CTT classes, four 12:1 classes, and numerous general education students receiving SETTS, speech/language support or occupational therapy support, we now have a larger number of ELL-SWDs. This year, ten out of our twenty-four ELLs have their own Individual Educational Plans, reflecting their individual needs and goals. Our plan for these students has been collaboration between the ESL teacher, the classroom teachers and the IEP teacher to ensure that all our ELL-SWDs are serviced as per their IEP and are receiving proper accommodations and modifications.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

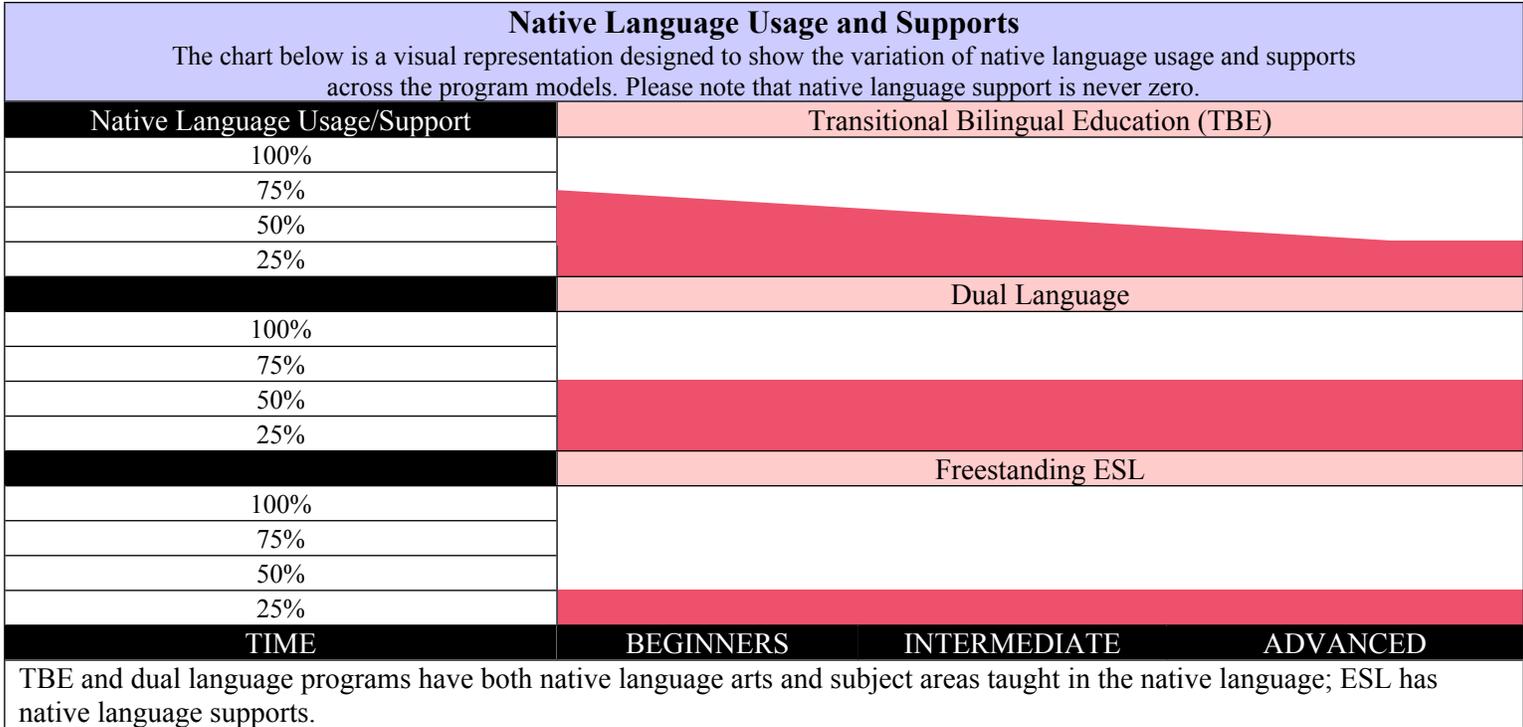
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



B. Programming and Scheduling Information--Continued

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

8. BNS has a comprehensive Academic Intervention for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services, offered in the English language. All our supplemental programs for ELLs are embedded within the extended scheduled day, which begins at 8:20 AM and ends at 3:20 PM. Our extensive AIS program offers Reading Room, Reading Recovery, Great Leaps, Wilson Reading, Foundations and 1:1 tutoring to ELLs in grades one to five with a licensed reading intervention specialist. Our ELLs are invited to participate in this program through the use of translated letters and permission slips to parents. Additionally, teachers offer reading comprehension, phonemic awareness, Wilson Reading and content area reading during the school day. In the area of mathematics, BNS offers At-Risk-Math and Great Leaps Math to our ELLs. Furthermore, teachers, volunteers, our Math Staff Developer and our Math Coach offer extended day math to small groups of students, including ELLs. Approximately 50% of our ELLs presently receive some type of academic intervention.

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

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

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

12. Our ELLs are afforded equal access to all school programs. Translated letters are sent home to invite them. Our extensive After School program is available to all BNS students, including ELLs. A range of workshops and activities is offered in this program including basketball, jewelry making, dance, hip-hop, chess, soccer, photography, music, reading and math. In addition, Jugamos a Cantar, a popular after school class, acts as support to our Spanish classes, taken by all BNS students. At Jugamos a Cantar, students learn through Spanish song, rhymes and games.

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

14. As part of our Extended Day, ELLs receive native language support and instruction from our large dual language staff of teachers and paras. Recognizing that reading and writing in the native language supports the acquisition of English, BNS has acquired bilingual classroom libraries and stories on tape in several languages. Teachers support both reading and writing in the native language and encourage students to incorporate their native language, culture and experiences in classroom projects that are personally meaningful to them. Furthermore, bilingual dictionaries as well as culturally relevant books are evident in all our classrooms. Spanish language and

Latino culture are important parts of the school-side curriculum. Because educators at BNS recognize that that children's native language is a valuable asset to be fostered, we also provide native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of dual language teachers and paraprofessionals. Our ELLs are provided with opportunities for meaningful interactions in both English and their native language, including verbal interactions and engagement with printed materials and books. Additionally, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. Effective practices such as graphic organizers, semantic maps, story maps, modeled writing and read aloud foster academic language development and are utilized in all our classrooms. Classrooms are print rich with word walls, pictures, student work and charts modeling correct language usage.

15. All required services support and correspond to ELLs' ages and grade levels. In the early grades, for example, ELLs participate in our Foundations Reading Program. In the later grades, ELLs receive Wilson Reading and Great Leaps. Analogously, in the early childhood years, ELLs are exposed to age appropriate literature and read aloud. In later years, teachers introduce age appropriate chapter books.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development, provided by school staff, is a high priority at Brooklyn New School. Our ESL Teacher has recently attended a series of Differentiating Instruction for Language Development workshops at Bank Street College Graduate School of Education. In the recent past, she has also attended Quality Teaching English Learners (QTEL) workshops in addition to Wilson Reading Program training. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Monday afternoon staff meetings, we continue to offer ongoing study groups with a focus on support for ELLs in meeting ESL and ELA Standards.

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

3. Our ESL coordinator/teacher, in collaboration with our staff members who speak Spanish, Cantonese, Mandarin, Italian and French, provides professional development, including the minimum 7.5 hours of ELL training for our administrators and entire staff in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating instruction for our English language learners. Our administrators, subject area teachers, guidance counselor, related service providers, secretaries, paraprofessionals, parent coordinator and School Based Support Team attend the training. As a community we examine our curriculum maps and units of study and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs.

E. Parental Involvement

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

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

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

3. Brooklyn New School evaluates the needs of the parents by involving them in decision making at every level, including hiring teachers. In addition, at our monthly grade level breakfasts, parents meet with our principal, assistance principal and parent coordinator to address parental needs. Parents also relay their concerns to teachers at our lengthy parent-teacher conferences which are held both in the fall and spring. Teachers share parental concerns with our administrators who determine ways to effectively address those needs.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	3		3		2	1								9
Total	8	6	5	2	2	1	0	0	0	0	0	0	0	24

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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.

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

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

3. Patterns across NYSESLAT modalities affect instructional decisions, as BNS teachers are able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts. Our classroom teachers are extremely knowledgeable about the performance of each of their ELLs and understand that every lesson they teach is, indeed, a language lesson for ELLs in their classroom. Our teachers devote a great deal of time to interactive read aloud and literature discussion, giving ELL students opportunities to examine ideas and thinking about narrative, expository and poetic texts. All our classroom teachers differentiate instruction for ELLs.

4. Because twenty-one of our twenty- four ELLs are presently in grades kindergarten through 3rd grade, it is inappropriate to analyze data from the NYS ELA and the NYS Math Tests as well as the NYS Science and Social Studies Tests. Our two 4th grade ELLs have IEPs and are in ICT classes. One of these students just transferred to our school this year. He scored at the Advanced Level in last spring's NYSESLAT, at Proficiency Level 3 in ELA and Proficiency Level 2 in Math. The other 4th grade ELL passed the Speaking and Listening parts of the NYSESLAT last spring and is at the Advanced level in Reading and Writing. She has severe learning disabilities in language processing. She scored at the Advanced Level on the NYSESLAT, at Proficiency Level 1 on the ELA and at Proficiency Level 2 in Math. Our one 5th grade ELL is in a self contained classroom. She has severe speech and language challenges in both her native language Spanish as well as in English. She scored at the Advanced Level on the NYSRSLAT last spring, at Proficiency Level 2 on the 4th grade ELA and at Proficiency Level 2 on the 4rd grade Math Test. Her classroom teacher provides differentiated instruction and she receives Speech and Language support, focusing on written expression. Because our school utilizes DYO assessments, we are able to align instruction with both formative and summative assessment. These Periodic Assessments help inform our school's instructional plan by giving us valuable categories of information to place students in groups and to plan for individual, small group and whole class instruction. Based on the findings of Periodic Assessments, we have gleaned that our ELLs are particularly weak in reading comprehension and writing as well as multiplication and division strategies in 4th and 5th grade. To that end, we have stepped up the level of intervention of our ELLs in the early grades this year. We have hired three Academic Intervention teachers, including a Reading Specialist, to target language modalities indicated by assessment results, particularly weakness of our ELLs in the areas of reading and writing. Additionally, we have provided extra listening support for our Newcomers, including books on tape and computer software. We continue to target language development across the grades and in the content areas. In the area of math, we have hired a math staff developer and have recruited parent volunteers to work with small groups of ELLs and former ELLs on multiplication and division strategies. Because we believe that one of the most

significant components of successful teaching and learning for our ELLs is established through instructional collaboration, our ESL teacher and our classroom teachers meet regularly to discuss instructional planning and student progress.

5. N/A

6. Our ELLs continue to make substantial gains on the New York State English as a Second Language Achievement Test, greatly exceeding New York State passing rates. In Spring 2011, 14% of our ELLs passed the NYSESLAT, achieving proficiency in listening, speaking, reading and writing. In Spring 2010, 46% of our ELLs achieved proficiency on the listening/speaking component of the NYSESLAT. Furthermore, in Spring 2009, 18% of all our ELLs passed the NYSESLAT, and in Spring 2008, 20% of all our ELLs passed the NYSESLAT, again achieving proficiency in listening, speaking, reading and writing. Although Brooklyn New School has an unusually small population of English language learners, we pride ourselves in the quality of our academically rigorous ELL program. Our ELLs continue to transition out of our program rapidly and meet the high standards set for all students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>BNS</u>		School DBN: <u>15K146</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Allanbrook	Principal		11/28/11
Regina Godfrey	Assistant Principal		11/28/11
Amy Sumner	Parent Coordinator		11/29/11
Michele Rayvid	ESL Teacher		11/29/11
Shiho Taneka-Kaline	Parent		11/29/11
Taura Ottey/Spanish	Teacher/Subject Area		11/29/11
Dolores Montero/4 th grade	Teacher/Subject Area		11/29/11
Shirley Soo Hoo	Coach		11/29/11
	Coach		
Yolanda Holland	Guidance Counselor		11/29/11

School Name: BNS

School DBN: 15K146

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Sheehan	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15 School Name: Brooklyn New School

Cluster: _____ Network: 102

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.

Brooklyn New School has a personal approach to determining the language needs of our parents. Every single family that joins the school meets with the parent coordinator when registering. In addition to new families filling out the language survey form, the parent coordinator makes a note of what language is needed for communication with the family.

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

The predominant second language in our school is Spanish. There are a few Mandarin, Cantonese, Japanese and Arabic speaking families. When meetings are attended by a non English speaking parent, appropriate on site translation is provided. Findings are reported at SLT and PTA meetings, and on the school's website.

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.

Important notices are translated into Spanish by in-house school personnel. Progress reports are either written or translated into Spanish. An on-site paraprofessional helps the school with Mandarin and Cantonese translations. Another paraprofessional helps with Arabic translations. As well, Japanese speaking parents volunteer to translate for any Japanese parent who does not understand English. The school's ESL teacher has a meeting with families and translation services are discussed at this parent meeting (in all languages represented among the families).

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.

Important meetings provide translation as needed. In-house personnel are available to translate into Spanish, Mandarin, Cantonese, Japanese or Arabic. A translator attends parent teacher conferences to help with this communication.

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>.

The school posts on the bulletin board by the main office a sign in the most prominent covered languages, indicating the availability of interpretation services.
The school distributes the Bill of Rights in translated versions as needed.
The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers.