



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BROOKLYN SCHOOL FOR MATH RESEARCH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K168

PRINCIPAL: DR. PERRY RAINEY

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SUPERINTENDENT: TAMIKA MATHESON

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
Dr. Perry Rainey	*Principal or Designee	
David Hobgood	*UFT Chapter Leader or Designee	
Christine Alston	*PA/PTA President or Designated Co-President	
Stacy Morrison	DC 37 Representative, if applicable	
Carolyn Mathurin	DC 37 Representative, if applicable	
Jose Santiago	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Alicia Duwhite	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Verona Alberda	Member/	
Rosaline Drakes	Member/	
Ginette Dorsan	Member/	
Bibi Meerza	Member/	

** 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

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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By April 2013, B-SMaRt will attain at least 80% of projected register for the 2013-2014 school year as measured by the total number of first and second round matches displayed in the school's Student Enrollment Management System (SEMS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a first year school that began recruiting students in February of 2011 in comparison to previously established high schools that began their recruiting in September of 2010, B-SMaRt commenced the 2011-2012 school year under enrolled by 61.1% of its projected register of 108 students. Opening day projection for B-SMaRt for the 2012-2013 school year is 120 students. Recruitment efforts from last year have helped to slightly exceed this projection by seven students. The enrollment numbers of a school directly impact the amount of funding made available to a school to effectively function with respect to its academic programs as well as provide opportunities for extra and co-curricular programs. Hence, under-enrollment limits the school's ability to offer per session for before and after school tutoring/enrichment programs as well as limits the school's ability to compensate teachers for participating in professional development outside of the regular school day. All of the aforementioned pose the risk of negatively impacting the academic performance of students in relation to New York State academic content and standards. As a result we will continue to strive for this goal with the intention of creating a recruiting model that will be sustained for years to come.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

High School Fairs: Members of the school community will attend and present information about the school at the City Wide High School fair, Brooklyn Boro High School Fair, Andries Huddie High School Fair, I.S. 218 High School Fair, and the Supplementary Round High School Fair (if needed).

Target Population: Eighth grade students currently attending middle school and their parents/guardians

Responsible Staff Members: Principal and Guidance Counselor

Implementation Timeline: September 2012 through March 2013

Activity #2

Open Houses: Open houses have been strategically scheduled to take place shortly after members of the school community present information at high school fairs attended. The first open house will be scheduled to coincide with the school's annual curriculum night. Open houses will feature a welcome by the principal, student testimonials, a guidance counselor presentation, a parent workshop on the use of Skedula, and a tour of the school.

Target Population: Eighth grade students currently attending middle school and their parents/guardians

Responsible Staff Members: Guidance Counselor

Implementation Timeline: September 2012 through March 2013

Activity #3

School Tours: Classroom tours during regular school hours will be arranged for parents unable to attend scheduled fairs and open houses. The tours will also be arranged for parents of prospective students who also desire to see how the school operates during the course of a regular school day.

Target Population: Eighth grade students currently attending middle school and their parents/guardians

Responsible Staff Members: Guidance Counselor

Implementation Timeline: November 2012 through March 2013

Activity #4

Maintenance of School Website: A website will be maintained as a marketing tool for prospective parents and students to visit and obtain information about the school's academic program, student life, faculty, and mission.

Target Population: Eighth grade students currently attending middle school and their parents/guardians as well as 9th grade students not satisfied with their current high school placement

Responsible Staff Members: Administrative Assistant

Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Prospective parents will be provided with materials and the information needed to make an informed choice when it comes to selecting B-SMaRt as a viable option for their child's high school educational needs.
 - The Parent Liaison will assist parents in understanding city and state graduation requirements and the curriculum B-SMaRt will use to meet these requirements.
 - Information about the school will be translated in the native language of families expressing an interest in their child attending the school. School personnel who speak Spanish and or Chinese will be used to work at high school fairs where parents who speak these languages may be plentiful.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The school has established an informal partnership with National Grid. The company has made a commitment to focusing on educational institutions that emphasize science, technology, engineering, and math (STEM) in their curriculums. National Grid proposes the opportunity of an internship for high school students who qualify as well as a possible funding source for after school and Saturday tutoring programs for math and science courses.
- The school has secured participation in an academic enrichment program at New York University (NYU) that takes place on Saturdays on the campus. The program commences in September 2012 and is designed to help students gain access to careers in STEM and health related fields by preparing them for a post-secondary education.
- The school has secured a partnership with CUNY-Medgar Evers College Science & Technology Entry Program (MEC-STEP). The program has provided the resources for B-SMaRt to start a Lego Robotics class at the school by subsidizing the cost of a teacher to facilitate the program afterschool. MEC-STEP and B-SMaRt plan to cohost a STEM expo at the campus in December of 2012.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May 2013, at least 75% of 10th grade students will participate in at least two college presentations at the school or offsite.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the data collected from the 2011-2012 "School Survey Report," we found that that the school community expressed an overwhelming need for more enrichment programs. Additional survey's distributed at PA events targeted early exposure to post-secondary options as being an underdeveloped area. More specifically, the understanding of different types of colleges and degrees; and how to pay for college, were identified. As a result, we have made 10th grade participation in at least two college presentations a priority for the academic school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

College Tour: The school is organizing a minimum of two college tours for the Spring 2013 at a college/university to be determined. Activities will include a presentation by an admissions counselor, a tour of the campus, and an opportunity for questions.

Target Population(s): All 2nd year and 10th grade students.

Responsible Staff Members: Guidance Counselor, Advisors

Implementation Timeline: November 2012 through May 2013

Activity #2

College Fair: Students will attend a college fair during the Fall of 2012 and get the opportunity to hear from various college representatives throughout New York City.

Target Population(s): All 2nd year and 10th grade students.

Responsible Staff Members: Guidance Counselor

Implementation Timeline: September 2012 through December 2012

Activity #3

College Presentation: The school is organizing an on-site college presentation facilitated by a State University of New York (SUNY) recruitment representative. The presentation will include information on the various SUNY campus types, degrees offered, admissions requirements, application process and financial

assistance.

Target Population(s): All 2nd year and 10th grade students.

Responsible Staff Members: Guidance Counselor

Implementation Timeline: September 2012 through May 2012

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide parents with the information and training needed to effectively become involved in planning and decision making in support of their child's involvement in college presentation activities.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's participation in activities.
 - Share information about availability of college activities in a format, and in languages that parents can understand.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Involvement in activities co-facilitated by "College Access"/Make the Road New York and the Brooklyn College Community Partnership (BCCP) will give students direct access to information on selecting the college/university that is right for them. In addition, this and similar programs will support students' transition from secondary school to institutions of higher learning.
 - Internally we plan to use our Advisory program to launch activities that promote preparedness for college and career readiness.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2013, at least 70% of 9th grade students will accumulate 10 or more academic credits by the completion of their first year of high school as measured by student's official high school transcript.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

While meeting this goal is vital, our community of learners possesses a variety of needs that will pose quite a challenge. For instance, data from 8th Grade NYS Testing shows that the majority of our students did not sufficiently meet the learning standards of the state. Along with the low test scores, absenteeism is an issue plaguing a substantial number of our students. Quite obviously, if a student is rarely in attendance, it will be difficult for them to pass their classes.

- 78% of our 9th graders scored a 2 or below on the ELA Exam
- 58% of our 9th graders scored a 2 or below on the Science Exam
- 43% of our 9th graders scored a 2 or below on the Math Exam
- 47% of our 9th graders missed 10+ days last year
- 23% of our 9th graders missed 20+ days last year
- 11% of our 9th graders missed 30+ days last year
- 25% of our 9th graders are over aged and under credit

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Remediation/Tutoring Services: We will provide remediation/tutoring for select struggling students during their lunch periods as well as before and after school.

Target Population: All 1st year and 9th grade students who are struggling to pass a specific class or multiple classes.

Responsible Staff Members: Every subject area teacher, guidance counselor, assistant principal, and principal

Implementation Timeline: October 2012 through June 2013.

Activity #2

Regents Test Prep: We will provide all 9th grade students with Regents Test Prep during lunch periods, before and after school, and on Saturday mornings.

Target Population: All 1st year and 9th grade students

Responsible Staff Members: Every subject area teacher and guidance counselor.

Implementation Timeline: December 2012 through June 2013.

Activity #3

Active Parent Communication: We will provide effective communication with parents of “at risk” students through contacting homes via phone calls, e-mails, and Skedula reports.

Target Population: 1st year and 9th grade students who are failing or are in jeopardy of failing one or more class or falling into trends of absenteeism.

Responsible Staff Members: Teachers, Dean, Guidance Counselor, and Support Staff

Implementation Timeline: September 2012 through June 2013.

Activity #4

Differentiated Instruction: Goldmansour & Rutherford provided professional development for teachers and administration on differentiated instruction during the 2011-2012 school year. Differentiated instruction has been shown to give all students multiple entry points to access the subject area content and demonstrate mastery of desired concepts via multiple forms of assessment. Differentiated instruction strategies will be revisited and highlighted during professional development presentations for teachers.

Target Population: All students

Responsible Staff Members: Teachers, Assistant Principal, and Principal

Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - The Administrative Assistant will host multiple workshops training parents on how to use Skedula, ARIS, and other online resources.
 - 100% of the teaching staff will update information (student grades, anecdotal evidence, etc) on Skedula once a week.
 - Dean, Guidance Counselor, and support staff will provide similar services regarding parent outreach as well.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Institute for Student Achievement (ISA) will be utilized to assist with instructional strategies. ISA has been retained by our school for a myriad of instructional services. In addition, ISA will provide expert coaches to work one-on-one with our teachers to assist them with incorporating inquiry strategies and data driven instruction into their daily lessons.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May 2013, at least 40% of the student's parents/guardians will participate in at least 3 parent involvement activities as measured by Skedula log-in dates, curriculum night sign-in sheets, parent workshops, *School Leadership Team, Parent Association or Student Led Conference* attendance sheets.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Harvard Family Research Project's (HFRP) ¹ meta-analysis cites that parental expectations in education have the greatest impact on student academic achievement. Based on the findings from the HFRP, it was determined that parent participation in the various activities noted in goal #4 will positively affect student achievement as evidenced by student's report card grades and credit accumulation.

¹Jeynes, W. (2005). *Parent Involvement and Student Achievement: A Meta-Analysis*, Retrieved November 17th, 2011 from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/parental-involvement-and-student-achievement-a-meta-analysis>

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To increase and improve parental involvement and hence, improve student achievement, our school will provide a high quality curriculum consistent with the common core learning standards. We will consistently communicate with the families of our students in the native language of their parents and provide them reasonable access to our faculty and staff. School administration, faculty, and staff will be avid supporters of the school's Parent Association and any reasonable agenda proposed for the benefit of academic success. Efforts to address this goal will be implemented throughout the course of the school year. Specific strategies are highlighted in the subsequent section for this goal.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Activity #1

School-Home Communication: B-SMART parents will be consistently directed to the school's website to download pertinent school related information such as monthly school calendars, parent workshops on graduation requirements and New York State Learning Standards, Parent Association meeting and Parent/Teacher Conferences notices. Parents will receive timely school related information via the Global Connect phone messenger system. Also, to communicate with teachers and to receive real-time academic information regarding student progress, parents are constantly directed to logon to their child's Skedula account. There, parents have access to student's class schedule, course information, tests scores and grades.

Target Population: All parents of B-SMART students
Responsible Staff Members: Support staff and principal
Timeline: September 2012 through June 2013.

Activity # 2

Annual Title I Parent Meeting: B-SMART will host its Annual Title I Parent Meeting where they will inform parents of the school's Title I identification status; inform parents of their right to know about the professional qualifications of their child's teacher.

Target Population: All parents of B-SMART students
Responsible Staff Members: Support staff and principal
Implementation Timeline: Host Annual Title I Parent Meeting by October 31st of every school year.

Activity # 3

Student Data Workshops: B-SMART will regularly provide parents with access to student data so that parents can work with their child to set specific and targeted academic goals. At workshops parents will receive training and materials in using ARIS and Skedula to utilize student data for setting educational goals per cohort year.

Target Population: All B-SMART parents with a child currently enrolled in school.
Responsible Staff Members: Support staff, assistant principal, and principal
Timeline: September 2012 to April 2013

Activity #4

Curriculum Night: The school will host a curriculum night for parents on October 2, 2012. Curriculum night will provide parents with an opportunity to meet with faculty and staff members and inquire about the course expectations for their children as well as receive pertinent information for academic success. Curriculum night coincides with the school's first open house of the year.

Target Population: All B-Smart parents and prospective parents attending open house
Responsible Staff Members: Guidance Counselor, support staff, assistant principal, and principal
Timeline: October 2012

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Involvement in activities run by community partnerships with the Bushwick Campus such as "Make the Road New York" and "HAI" will give parents direct access to agency facilitated workshops where they can receive information on pertinent health and immigration/housing issues for themselves and their family.



ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	Two periods of U.S. History per week is devoted to interdisciplinary instruction with ELA.	Differentiated instruction to support the varying learning levels, during the school day.	Inquiry and project based instruction, during the school day. Also additional small group tutoring is available four days a week during lunchtime.
Mathematics	All 9 th Grade Students receive 144 minutes of Mathematics instruction, during each school day.	Differentiated instruction to support the varying learning levels, during the school day.	Small group tutoring for students who failed Math the first marking period from Math teachers, during the school day.
Social Studies	Two periods of U.S. History per week is devoted to interdisciplinary instruction with ELA.	Differentiated instruction to support the varying learning levels, during the school day.	Inquiry and project based instruction, during the school day. Also additional small group tutoring is available four days a week during lunchtime
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All 9 th Grade students have at least one meeting every month with the counselor.	All at risk students meet with the guidance counselor once per week to check in on short and long term academic goals and strategies collaboratively set to improve in their classes.	ELL students meet with counselor weekly to evaluate language progress and additional supports needed. Mandated special needs students meet with counselor as per IEP mandates.

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.

- Principal regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas teachers capable of running activities that will expose students to various post-secondary options.
- First and second year teachers are assigned mentors to help support their instructional practice.
- All teachers are provided professional development opportunities to improve their instructional practice
- Guidance counselor will attend monthly Professional Development provided by Options Institute, in order to develop the necessary knowledge to facilitate activities that will introduce students to the college process.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

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 Jose Ruiz/R. Lobianco	District 32	Borough Brooklyn	School Number 168
School Name B-SMART			

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

Principal Dr. Perry Rainey	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Ms. Deanna Torres
Teacher/Subject Area Ms. Scarlett Lin/ Mathematics	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	1	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	44	Total Number of ELLs	5	ELLs as share of total student population (%)	11.36%
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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. 

If a student is entering the NYC public school system for the first time a licensed pedagogoué administers the Home Language Identification Survey (HLIS) and conducts an interview in English and the student's native language. If the student does not speak any language but English, then he or she is NOT an ELL and will be scheduled for general education program. If the informal interview and the HLIS demonstrate the student speaks a language other than English and they speak little or no English, then the ELL Coordinator will administer the LAB-R within 10 days from the student's initial day of arrival at the school. If the student scores below proficiency (i.e. beginning, intermediate, or advanced level), then the student is deemed an ELL. After we get the results, a parent orientation is conducted where the parent will view a video of the different ELL programs that are available in the city of New York. At the end of the session the parent will select a program, and the student will be placed according to the parent choice. The entire process is completed within 10 school days.

Subsequently, every year before the NYSELAT administration window opens the ELL Coordinator and certified ESL teacher will meet with the school's ELLs and explain the format of the exam and how they will be assessed. To ensure all of the entitled ELLs are tested the ATS reports RLER and LAT will be used. The students to be tested will receive schedules for each NYSELAT modality and will be assessed accordingly.

Twice a year, the ELL Coordinator will conduct a workshop to explain the three program choices (ESL, Transitional and Dual Language) available to continuing ELL students. The content of the workshops will be based on the materials featured in the EPIC toolkit, as well as a viewing of the Parent Orientation video. If we receive new students during the course of the school year, we will conduct a similar one on one video orientation so that they can be made aware of the program choices at their disposal within the first 10 days of the student's arrival.

In the beginning of the school year, we will mail out and backpack entitlement, continued entitlement and non entitlement letters to notify parents of the NYSELAT results from the previous spring. In addition, we will include the Parent Survey and Program Selection forms, as well an invitation to the new and continuing ELL orientation, where they watch a video of ELL programs that are available in the city of New York. The information sent home will indicate that the forms need to be filled out and returned to the school immediately. A return receipt which will be sent back with the student will also be included in order to confirm that the materials have been read. A week after the forms are sent out, a phone call is made as a reminder that the forms need to be returned as soon as possible.

After all program options have been explained to the parents of ELLs as outlined above, parents select the program they want for their child. If they select an ESL program, we will meet with the parent and student and explain to them in their native language how the program will run at our school in addition to what the student's daily schedule will look like. If 20 or more parents of the same native language select a bilingual program as an option, we will open a bilingual class. If fewer than 20 choose this option or opt for a dual language program, we will meet with the parents and students and discuss the program options at our school or assist them in finding a

more appropriate placement at another school. Meanwhile, the school keeps track of parents requests for bilingual programs and forms are kept on file with the ELL coordinator.

We are a new school and have therefore not been able to review any trends in program choices.

The ESL program model offered at our school aligns with parent requests. The parent's of the five ELL's we have in our school have all chosen to place their children in ESL.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	4
SIFE	1	ELLs receiving service 4-6 years	0
		Special Education	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. [?](#)

ELLs by Subgroups		
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	Total
TBE										0
Dual Language										0
ESL	4	1					1			5
Total	4	1	0	0	0	0	1	0	0	5

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	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									

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										4				4
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	5	0	0	0	5								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

In our first year at B-SMART, the school has implemented a pull-out model with the goal of achieving English language proficiency within 3 years for the students of our first cohort (2011). The program model that is used is a ungraded homogenous pull out model. Our students are currently served by other schools in the Bushwick Campus that use this model.

B-SMART ensures that each student is provided with the mandated number of instructional minutes outlined in the NYS CR Part 154 by embedding their ESL classes into their regular class schedules. Beginning students receive 540 minutes per week, Intermediate 360 and Advanced 180 respectively. Students are programmed into their ESL classes based on their proficiency level as determined by their scores on the LAB-R or NYSESLAT.

In order to enrich language development, ELLs are provided with translation materials and differentiated instruction in their content area classes through the use of graphing calculators, bilingual dictionaries and visuals such as labs, and videos.

SIFE ELL students receive 2 hours of targeted instruction for students with low proficiency in English and in their native language. Instruction focuses on strengthening vocabulary and literacy skills to support what they are learning in ESL and content area classes.

For the newcomers, in addition to receiving the mandated number of ESL instructional minutes per week, instructors implement differentiated and scaffolded instruction that takes into account student's linguistical needs, and helps make the content comprehensible. Instructors also utilize free periods to provide further tutoring assistance to students. In addition, beginner students are able to attend after school tutoring on our campus on Tuesdays and Saturdays for help in their subject area classes, as well as in reading, writing, listening and speaking.

At this time B-SMART does not have any ELLs who are receiving services for 4 to 6 years. In the future, we plan on providing students with instruction based on their individual needs in addition to receiving the mandated number of ESL units per week. We are assisting Long-Term ELLs by targeting the areas of deficiency that keep them in ESL. We are facilitating collaboration between the licensed ESL and core subject area teachers in order to plan instruction to develop the skills needed.

B-SMART does not have any ELLs identified as having special needs. In the future, we plan to provide instruction per the students proficiency level while taking into account their IEP accommodations. We will facilitate collaboration between the licensed ESL and special education teachers.

A. Programming and Scheduling Information

English and Math teachers of ELL students keep a collection of key vocabulary words and definitions used in content area lessons on the chalkboard so that students can refer to them throughout their time of instruction and in their individual reading time. In order to accelerate English language development, the English teacher provides the students with a grade level English language workbook for ELL students, while the History teacher translates documents into Spanish to be used in conjunction with historical documents in English.

B-SMART's schedule, which runs from period 1 to period 9 gives students the flexibility to receive the required ESL services without missing critical instructional time in core content area classes. Our ELL students are also scheduled in classes with other students who speak their same native language so that they can receive peer support in a less restrictive environment.

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	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

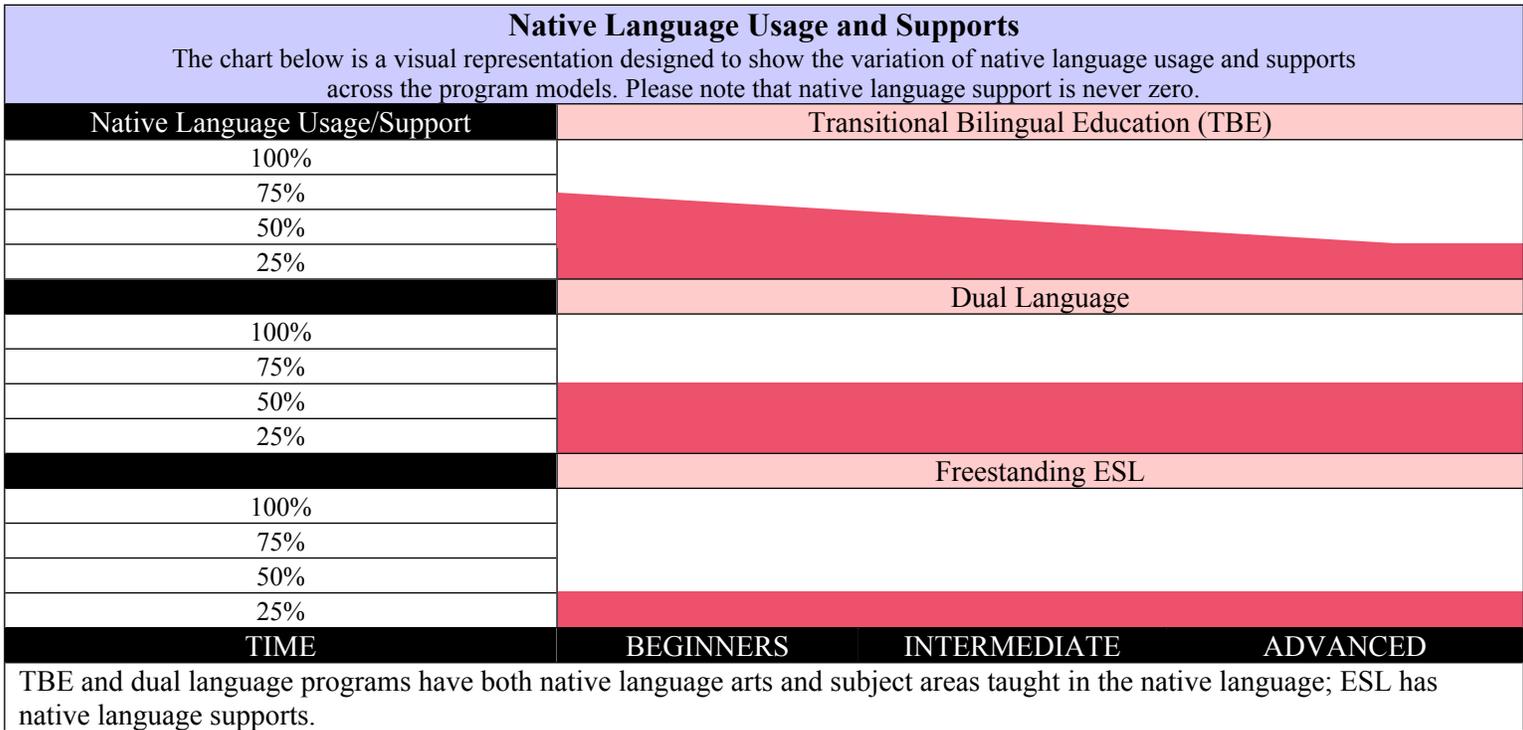
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
------------------------------------------------------	--------------------	--------------------	--------------------



B. Programming and Scheduling Information--Continued

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?

The primary intervention strategy used for ELLs in specific content areas is the collaboration between ESL teachers and those subject area teachers. For ELA, math, science, and social studies, the ESL teacher collaborates with the subject area teachers on a regular basis to make sure the necessary differentiation is included in lesson planning. Additional ELL intervention strategies include the use of graphic organizers and visuals.

ELLs reaching proficiency on the NYSESLAT will receive additional support when they are struggling in their academic classes. For up to a period of two years after they have reached proficiency level, instructors will be available to provide tutoring and additional materials to continue the process of building their comprehension level. In addition, the student will receive testing accommodations which include the use of a bilingual glossary, a word-for-word dictionary, a translated version of the exam in the native language (except for ELA), time and a half, and one additional reading of the listening passage of the ELA test.

Depending on the number of ELLs enrolled in B-SMART in the 2012-2013 academic year, we will look into opening an ESL class in our own school. In addition, foreign language courses in Chinese will be offered for our first cohorts (2011) tenth grade year.

ELLs participate in all school programs; specifically co-curricular and extra-curricular activities with monolingual students. At this time, B-SMART does not have any supplemental programs specifically for ELLs.

Educational videos and smart boards are frequently used for shared reading and solving math problems. Content area and language materials used include visuals and graphic organizers.

Native Language support is delivered through the use of dictionaries and peer tutoring support. Buidyng peers connects students with a classmate whom they can communicate with in their native language in order to understand what is being done in each class. Research shows literacy in the first language promotes literacy in the second language, therefore having a peer that can help translate subject matter in their first language helps to build the students academic content knowledge and comprehension level in their second language.

All support provided and resources used correspond to ELLs' ages and grade levels. Currently, B-SMART does not offer any language electives for ELLs, but as previously stated we will be offering foreign language in the tenth grade.

ELL students get an opportunity to become acclimated with the school structure and protocols during the summer bridge program that all incoming students are invited to attend in July and August. For next year, we plan to have the ESL teacher work alongside the general education teachers to inform students of the ESL classes and tutoring support available at the school. In addition, the ESL teacher will use this time to provide ELL students with tips of activities they can do independently to help them continue to develop their reading, listening and writing skills in anticipation of the upcoming school year.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The B-SMART professional development plan for all ELL personnel at the school (Principal, Guidance Counselor, ELL Coordinator, Content Area Teachers and Secretary) will include participation in professional development offered by the Network, DOE, and Office of ELLs (on and off site). The development facilitated by the Network this Spring during our Wednesday afternoon professional development time slot, will satisfy the minimum 7.5 hours of mandatory ELL training. Records will be maintained by sign-in sheets distributed by the school.

Differentiated instruction for ELLs in content area classes is one of the school's prioritized foci for professional development. In addition, all general education teachers will participate in training sessions on using ESL strategies and the interactive learning of ELLs in the general education classrooms.

In an effort to improve the performance of our Ell students, classroom teachers use common planning periods to share lessons and strategies on differentiation and data driven instruction. Common planning periods take place five times a week and last for a 48 minute period.

In order to assist ELLs and all students as they transition from middle to high school, grade advisors participate in in-house workshops held in August. In these workshops, the acting assistant principal trains the advisors on interactive activities they can use to build relationships between students, so that they feel more comfortable in their new school environment and to help them learn study and time management skills needed to be successful. In addition, the Guidance Counselor, who is also the ELL coordinator, works closely with the grade team, advisors and ELL students on attendance, academics and personal issues. We plan for the Guidance Counselor to receive professional development on additional academic services available to support Ells both in and outside the classroom.

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?

At B-SMaRt, all parents, including parents of ELLs, are given the opportunity to join the Parent Association (PA). Through involvement in the PA they can support the development of after school programs, become actively involved in the School Leadership team, and attend workshops to receive information on pertinent immigrant and health issues. Training workshops offered through the school during parent teacher conferences and curriculum night, teach parents how to access and monitor their child's academic progress via Pupil Path, an online system that allows them to view attendance records, class schedule, assignment due dates and grades, and graduation eligibility.

Student promotional workshops on the NYS Regents will also be offered to assist all parents in understanding the performance standards and promotion criteria used to evaluate their children's academic performance. In addition, all parents receive correspondence inviting them to parent teacher conferences and student recognition ceremonies hosted by the PA once every term as a means of engaging parents in their children's education. B-SMaRt's parent coordinator also plans to provide resources to parents to support them in working with children.

In order to encourage parent involvement B-SMaRt will continue to:

- Conduct monthly PA meetings
- Conduct yearly elections for the Executive Board
- Hold grade level curriculum nights for parents with classroom teachers, related services providers and administrators

Distribution of announcements and notices to attend PA meetings are sent home in both English and in the native language of the parent. In order to communicate important information to parents during events such as Parent Teacher Conferences, our faculty and support staff who are fluent in languages such as Chinese and Spanish serve as interpreters and translators for our ELL families. For languages not spoken by faculty at our school we will use translation services provided by the DOE Translation and Interpretation Unit, as well as parent volunteer translators.

B-SMaRt has partnered with organizations currently working with the other campus schools such as Make The Road, Simpson Thacher & Bartlett LLP and the Park Slope Mental Health Clinic to provide services commonly sought by parents of our ELL students. Through our partnership with Make The Road New York, parents have access to ESL and GED classes, as well as legal and advocacy help. We also work with Simpson Thacher & Bartlett LLP, which provide free legal assistance for families with immigration and housing issues. Furthermore, our partnership with The Park Slope Mental Health Clinic provides counseling services to students and extends to familial networks when needed.

B-SMaRt evaluates the needs of the parents based on the information gathered by the Parent Coordinator from PA and SLT meetings, surveys distributed to parents, and informal conversations and feedback from parent workshops. Whenever possible, the feedback forms distributed to parents following workshops will be translated in the parents native language by school personnel trained in translating documents from one language to another and parent volunteers. Moving forward B-SMaRt also plans to review the Learning Survey Results for this year in order to evaluate our communication with parents.

All of the activities and services provided to parents are a direct response to the needs identified in meetings and workshops, as described above. For example, a regents exam workshop is being organized for Term II in order to address the confusion communicated in past PA meetings regarding promotional expectations and requirements. Announcements will be distributed in parents native language and oral interpreters will also be on hand.

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)										1				1
Intermediate(I)										1				1
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	5	0	0	0	5

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

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

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	5			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	5			
Global History and Geography				
US History and Government	5			
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)									

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
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.

The LAB-R is the assessment tool used to assess the early literacy skills of all our ELLs. The Spanish Lab is also used to assess the literacy skills of our Spanish speaking ELLs. The proficiency level assessed in these exams is vital in helping to inform our instructional plan, as it serves as the base of understanding our students instructional needs. The data patterns across proficiency level on the LAB-R, NYSESLAT and student grades reveal the areas of help needed in listening, writing, reading or speaking. As a school, our instruction is geared at improving our students deficiencies in these areas. The staff members involved in this process include the ESL teachers at each instructional level and department coordinators.

By reviewing our student data from the NYSESLAT and the LAB-R, we can see that our advanced level students show very high speaking and listening skills. However, although students excel in these areas we can see that their reading and writing are two weaker subskills. Specifically their reading scores are the lowest. Therefore our curriculum focuses on improving students reading skills through writing assignments based on texts. For example reader response assignments are common. Students are also asked to develop connections between texts that they have read. We also focus heavily on student ability to connect evidence from a text to the answers that are given.

An analysis of the data on our Intermediate student shows that they have strong listening/speaking skills, which are higher than some of our advanced students. Their reading/writing levels are in need of improvement and therefore our instruction tries to reinforce both. For example, in both content area classes and in ESL class, the student is often asked to retell a story from a different point of view or to explain what a character is thinking or feeling in the text. This helps students develop writing skills while also reinforcing connections to texts. Based on the data on our beginner student we can see that they are very deficient in basic literacy skills. Instruction focuses on building vocabulary and grammar. Additional instruction includes Tuesday and Wednesday tutoring to support content area instruction and additional lessons during the Saturday program to increase the development of skills in reading, writing, listening and speaking.

Due to the fact that B-SMART will not be offering foreign language courses until next year, we are unable to evaluate patterns in how ELLs are faring in tests taken in English as compared to the native language.

Since the the ELLs have yet to take the spring NYSESLAT we do not have any formal assessments to evaluate the success of our ESL program. In the future we plan to administer the ELL Periodic Assessment in the Fall and Spring. The information provided from these assessments will allow us to see where our students are struggling the most, and help us focus our instructional program to help improve the skills needed. We also plan to use ELLs performance in content area classes and standard examinations such as the Regents. We are

however in communication with the ESL teachers to monitor and evaluate our students progress.

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: B-SMART

School DBN: 32K168

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Perry Rainey	Principal		12/19/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Scarlett Lin/Mathematics	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Deanna Torres	Guidance Counselor		12/19/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **32K168** School Name: **B-SMART**

Cluster: **6** Network: **611**

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.

B-SMART uses various data to assess the school's written translation and oral interpretation needs to ensure all parents are provided with information in a language they can understand. The Home Language Report 169 (RHLLA) generated through ATS was used to identify the home languages spoken in the school community. In addition, the Parents Preferred Language Form distributed to parents during initial enrollment (first 30 days), and interaction with the Parent Coordinator is used to determine what language the family prefers to receive written and oral communication from the school. Parent letters, notifications and calendars need to be addressed in the parents native language for full comprehension and compliance.

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 Report, we found that there are 5 home languages spoken in our school community. Out of the 44 members of our student body, 1 family speaks Bengali, 1 Mandarin, 8 Spanish, 1 Urdu and 33 English. In reviewing the Parents Preferred Language Form, we found that while many of the families who speak a language other than English (as outlined above) prefer to receive written and oral communication from the school in their native language, 2 of our 8 Spanish speaking families prefer to receive information in English. Findings were reported to the school community through the distribution of a Home Language List. This list serves as a reference for Faculty and Office/Attendance staff that regularly communicate with families.

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.

Documents sent home to parents identified as non-English speaking, are retrieved from The Department of Education Website (when available), as well as translated by school support staff who speak the identified languages and have experience translating documents from one language to another. Translation services will be used to provide information about academic performance and enhance parents understanding of academic standards and assessments. B-SMART will also utilize The Department of Education's Translation and Interpretation Unit when needed to translate critical documents in other languages that can not be translated by the school.

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.

In an effort to promote home-school communication B-SMART will provide oral interpretation services to non English speaking families. Our faculty and support staff, who are fluent in Spanish, will act as interpreters and translators for our Spanish speaking parents when the need arises. In order to communicate important information to families during events such as Parent/Teacher Conferences, we plan to utilize over the phone translation services provided by the DOE Translation and Interpretation Unit for languages that are not spoken by faculty at the school.

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>.

Translators will be used to assist with school events, such as Parent/Teacher Conferences; workshops; and other important meetings with DOE staff and parents. B-SMART will contact the DOE Translation and Interpretation Unit for assistance in translating languages that are not spoken by faculty at the school.

