



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN ARBOR
14K414

PRINCIPAL: EVA IRIZARRY **EMAIL:** EIRIZARRY3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI

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
Eva Irizarry	*Principal or Designee	
Laura Beck	*UFT Chapter Leader or Designee	
Liz Argetsinger	*PA/PTA President or Designated Co-President	
Cristina Albarran	Chairperson/Assistant Principal	
Josiah Houston	Member/ ESL Teacher	
Beth Reed	Member/Magnet Coordinator/ Special Education	
Robert Portillo	Member/Parent	
William Croxton	Member/Parent	
Emily Spunt Yemini	Member/Parent	
Yesenia Ruiz	Time Keeper/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

By Spring 2013, 100% of students including ELLs and students with disabilities will engage in a minimum of two Literacy tasks aligned to the Common Core Standards.

Comprehensive needs assessment

Based on the NYCDOE Citywide Instructional Expectations, students, teachers and administration will need to work together to identify the literacy needs of all students in order to develop the qualities and skills necessary to take intellectual risks and succeed in college and careers.

Instructional strategies/activities

- In every classroom, we will ensure a culture for learning by setting high expectations for all students.
- We will ensure that all students have access to learn within their least restrictive environment.
- In August 2012, all teachers will participate in professional development introducing them to the Common Core and the Citywide Instructional Expectations.
- Teachers will be offered the opportunity to attend Network led professional development to strengthen and share their learning with teams of teachers.
- The principal and assistant principal will provide timely feedback on all units of study developed by teachers.
- A baseline literacy assessment will be administered in September-October.
- Teachers will use this baseline data and all available student data to identify the instructional needs and to group students. This will be used as a gap analysis to make revisions to their current curriculum.
- Teachers will create Common Core tasks embedded in units of studies aligned with the instructional shifts and differentiated using Depth of Knowledge (DOK), Universal Design for Learning (UDL) & Response to Intervention (RTI). These tasks will provide multiple points of access for all students. Students will focus on grounding reading, writing and discussion in evidence from text.
- In literacy, students will complete 2 tasks that ask them to read and analyze informational texts and write opinions and arguments in response.
- In scheduled cycles, teachers in teams will monitor and evaluate student work to determine continued needs of all students in the performance task.
- By May, a second literacy task will be administered to students to analyze growth from September 2012 through May 2013.
- Teachers will participate in Professional Development during Faculty Conferences, Common Planning periods, Lunch and Learns and in service days.
- Teachers will revise and adapt classroom practices to support student needs based on the results from students' tasks.
- New teachers needing support will be paired with their assigned mentors to bolster and refine their instructional craft.

Steps taken to evaluate effectiveness:

- Professional Development agendas, minutes & attendance will be recorded
- Curriculum maps will be completed and submitted by all grades

- Student portfolios will reflect collections of student work and progress made
- Common core aligned rubrics will be used to assess student performance tasks
- Student work that shows growth in specific areas using baseline and post assessments
- Revised curriculum maps based on gap analysis using literacy tasks

Strategies to increase parental involvement

- During Parent Mornings in October 2012, clear literacy expectations will be communicated to parents. Resources regarding the Common Core Learning Standards and other materials, such as class newsletters, will be provided throughout the school year to help parents work with their children to improve their achievement level in reading and writing. Teachers and parents will discuss student’s progress during Parent Teacher Conferences in November 2012 and March 2013. A mid-year Progress Report will also be sent home, indicating students’ reading and writing levels and allow for parent feedback.

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 X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

Use of Resources

- Common Planning Periods
- Common Core Library and SED Curriculum Modules
- Fair Student Funding
- Title One Funds
- Extended Day
- Network support
- Teacher’s College
- Student portfolios will reflect collections of authentic student work.
- Race to the Top grant for the rollout of the Citywide Instructional Expectations
- Designated Instructional Leads supported using the funding allocation defined in SAM 40

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By Spring 2013, of 100% of students including ELLs and students with disabilities will engage in a minimum of two Math tasks aligned to the Common Core State Standards.

Comprehensive needs assessment

Based on the NYCDOE Citywide Instructional Expectations, students, teachers and administration will need to work together to identify the mathematical needs of all students in order to develop the qualities and skills necessary to take intellectual risks and succeed in college and careers.

Instructional strategies/activities

- In every classroom, we will ensure a culture for learning by setting high expectations for all students.
- Ensure that all students have access to learn within their least restrictive environment.
- In August 2012, all teachers will participate in professional development introducing them to the Common Core and the Citywide Instructional Expectations.
- Teachers will be offered the opportunity to attend Network led professional development around the Common Core Standards and share their learning with teams of teachers.
- The principal and assistant principal will provide timely feedback on all units of study developed by teachers.
- A baseline math assessment will be administered in October.
- Teachers will use this baseline data and all available student data to identify the instructional needs and to group students. This will be used as a gap analysis to make revisions to their current curriculum.
- Teachers will use all available student data to identify the instructional math needs of individual students.
- Teachers will create Common Core tasks embedded in units of studies aligned with the instructional shifts and differentiated using DOK, UDL & RTI. Kindergarten students will focus on Operations and Algebraic Thinking. Grades 1 – 2 will focus on Number and Operations in Base Ten.
- In math, students will engage in two cognitively demanding mathematical performance tasks that require them to demonstrate their ability and or construct and explore the reasoning behind argument to arrive at viable solutions.
- In scheduled cycles, teachers in teams will monitor and revise student work to determine continued needs of all students in the performance task.
- Teachers will participate in Professional Development during Faculty Conferences, Common Planning periods, in-service days and Lunch and Learns
- Teachers will examine student work during inquiry to determine what students know and need to learn.
- Professional development given by network
- New teachers needing support will be paired with their assigned mentors to bolster and refine their instructional craft.

Steps to evaluate effectiveness:

- Professional Development agendas, minutes and attendance will be recorded

- Evidence of teachers review of data to set goals for instruction
- Student portfolios will reflect collections of student work and progress made.
- Baseline assessment results
- Interim assessment results
- Common core aligned rubrics will be used to assess student performance tasks
- Revised curriculum maps based on gap analysis using task results.

Strategies to increase parental involvement

- During Parent Mornings in October 2012, clear expectations of student math achievement will be communicated to parents. Resources regarding the Common Core Learning Standards and other materials, such as class newsletters, will be provided throughout the school year to help parents work with their children to improve their achievement level in mathematics. Teachers and parents will discuss student’s progress during Parent Teacher Conferences in November 2012 and March 2013. A mid-year Progress Report will also be sent home, indicating students’ progress in mathematics and allow for parent feedback.

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 X Title I _____ Title IIA _____ Title III X 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).

Use of Resources

- Network support
- Common Core Library and SED Curriculum Modules
- Funds will be provided as needed for additional resources.
- Teachers will be provided additional time/support to complete this work.
- Race to the Top grant for the rollout of the Citywide Instructional Expectations
- Designated Instructional Leads supported using the funding allocation defined in SAM 40

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, 75% of all students in first and second grade will increase three reading levels, as measured by the Fountas & Pinnell assessment system.

Comprehensive needs assessment

In order to prepare our students to meet the College and Career Readiness Standards for Reading, instruction will be designed in alignment to the core standards and students will be assessed periodically to measure progress.

Instructional strategies/activities

- By mid-October 2012, all students in first and second grade will be administered the Fountas & Pinnell assessment system in order to establish a baseline reading level.
- All students will be re-administered the Fountas & Pinnell benchmark assessment system a minimum of three times a year.
- During the instructional day, the following structures will be in place for students in first and second grade – daily Foundations instruction, a 45 minute reading workshop period inclusive of independent reading time; guided reading and small group instruction taking place on a daily basis; set requirements for at home reading.
- Teachers will use inquiry time in order to look at student reading data and create appropriate action plans for students, and subgroups of students.
- The SETSS teacher and AIS provider will work with small groups of targeted at-risk readers to provide additional small group and one-on-one support.
- English Language Learners will be provided with daily pull-out English instruction
- Data will be used to inform instruction, identify and target sub groups of students to differentiate instruction in the classroom.
- Academic Intervention Services will be provided for struggling readers during the Extended Day period
- Workshops to align the curriculum with the Common Core State Standards
- Workshops designed to assist teachers in the development and effective use of curriculum maps
- Individual professional development focused on self-generated teacher goals around student literacy
- Professional development based on differentiated needs of our young readers
- Workshops presented focusing on designing coherent reading instruction, using questioning and discussion during reading workshop and read aloud & using running record assessment data to inform instruction
- Best practices will be shared among staff during Common Planning /Inquiry
- New teachers needing support will be paired with their assigned mentors to bolster and refine their instructional craft.

Steps taken to evaluate effectiveness:

- Reading profiles for each class
- Grade level reading data

- Professional Development agendas and attendance
- Formal and informal observations will be used to determine improved instructional practices

Strategies to increase parental involvement

- Parents will receive at least two progress reports a year, in addition to report cards, in order to update parents on students' progress. This information will give families a strong indication if the work they are doing in school and at home is proving successful.

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 X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Network Support
- Teacher's College
- Instructional Leads
- Common Core Library
- School Administrators
- Use of Title 1 ARRA funds to provide professional development/consultants
- New Schools Race to the Top grant for Professional Development

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To develop authentic teacher reflection and goal setting about pedagogical practice that will encourage a common language, student engagement, rigor and alignment to the Common Core using the Danielson Framework. By June 2013, 75% of all teachers will move one level in at least one of the following competencies: Designing Coherent Instruction (1e); Using Questioning and Discussion Techniques (3b) & Using Assessment in Instruction (3d) as evidenced by instructional rounds/teacher observation data.

Comprehensive needs assessment

In order to ensure that teachers develop strong teaching practices and deliver quality instruction, teachers must be aware of their own areas of strength and need for growth.

Instructional strategies/activities

- Teachers will set individual professional goals in their Professional Growth Plan (PGP) in order to enhance and strengthen their teaching practice. School leaders will meet individually with teachers in October and November 2012 to set one collaboratively selected and two individually selected professional goals and develop individual learning plans based on effective feedback.
- Teachers will complete a self-assessment based on the four domains of Danielson *Framework for Teaching*.
- Differentiated Professional development will be provided at school and in ARIS Connect to support teachers in reaching their goals.
- Administration will attend professional development provided by the network.
- Schedules will be created for inter-visitations to other classrooms.
- Demo-lessons will be provided for teachers who need improvement in instructional delivery.
- Progress towards reaching goals will be evaluated mid-year and again in June.
- Teachers will gain deeper knowledge of how to use questioning and discussion strategies in order to improve student critical thinking skills through peer visitation and feedback, professional literature, grade level meetings, and professional development.
- Teachers will gain deeper knowledge of how to use assessment to drive instruction through grade level meetings, work with coaches and professional development.
- Teachers will gain deeper knowledge of how to design and plan coherent instruction through weekly grade level meetings, work with coaches and professional development and feedback from administrators.
- New teachers needing support will be paired with their assigned mentors to bolster and refine their instructional craft.
- Scheduled visits to Brooklyn School of Inquiry to observe master teachers utilize question and answer techniques, sit in on planning meetings and meet with teachers to review their assessment structures.

Steps taken to evaluate effectiveness:

- Self-assessment sheet & Professional Growth Plan (PGP)
- Mid-year check in of PGP Goals
- End-of-year conversation between teacher and principal to evaluate whether goals were met
- Professional Development Plan
- Agendas and sign-in sheets for Professional Development attended

- Inter-visitation notes and schedules
- Professional resources
- Informal and formal observations with targeted feedback
- Student work

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 X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

Resources/Funding:

- New Schools Race to the Top grant for Professional Development
- Network Support
- Teacher’s College
- Instructional Leads
- Common Core Library
- School Administrators
- Teacher Effectiveness Toolkit
- Use Title 1 ARRA funds to provide professional development
- Use of Title 1 funds for consultants

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

To extend an effective communication system in the school community. By June 2013, school leaders will have developed systems and structures for effective communication and transparency, which will be reflected in at least 60% of parents agreeing or strongly agreeing with the following statement in the communication strand of the Learning Environment Survey: How well your child's school communicates with you.

Comprehensive needs assessment

Setting up effective communication systems is paramount to the overall success of a school. In order for all stakeholders to remain connected to and invested in their school, communication must be clear, ongoing and inclusive.

Instructional strategies/activities

- Parent Mornings in September 2012
- Family Fridays throughout the school year
- Design a school website with links to provide information to parents
- Diverse representation of the school community at SLT meetings
- Provide a principal report to parents during monthly PA meetings
- Weekly Classroom Newsletters ("Fridge Facts")
- Parent Teacher Conferences
- Invite the District Family Advocate to support parents
- Progress Reports
- Family Calendar
- All emails, notes and messages responded to in a timely fashion and translated into preferred home language
- Parent Association Newsletters
- Teacher emails to parents

Steps taken to evaluate effectiveness:

- School website with links to provide information for parents
- Parent Learning Environment Survey responses
- Attendance and agendas at school wide events
- Evaluation and feedback about school wide events by constituents
- Reflections

Strategies to increase parental involvement

- Information about school and parent related programs, meetings and other activities will be shared in a format and in languages that parents can understand. A caring and effective home-school partnership will be fostered to ensure that parents can effectively support and monitor their child's progress.

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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Guidance Counselor
- Network Support
- Community Resources
- Fair Student Funding
- Title 1 Funding
- Federal Magnet Grant Funding
- Translation Allocation

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 24 students	<ul style="list-style-type: none"> • Guided Reading groups; strategy lessons • Double-dose Foundations • Fountas and Pinnell Benchmark Assessment • Fountas and Pinnell Leveled Literacy Intervention 	<ul style="list-style-type: none"> • Pull-out/push-in model with Literacy specialist • Special Education Teacher Support Services • Small group 2-8 students 	<ul style="list-style-type: none"> • Extended Day 2:40-3:30pm every Tuesday and Wednesday • During the school day
Mathematics 11 students	<ul style="list-style-type: none"> • Deepening students' number concept and increasing addition and subtraction fluency with conceptual understanding, through the use of carefully chosen manipulatives, strategic questioning techniques, and interactive technology. 	<ul style="list-style-type: none"> • Small group • One-to-one 	<ul style="list-style-type: none"> • Extended Day 2:40-3:30 every Tuesday and Wednesday
Science	<ul style="list-style-type: none"> • Cross-curricular lessons 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the school day
Social Studies	<ul style="list-style-type: none"> • Cross-curricular lessons 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Group discussions • Role playing • Play therapy • Building self-control • Modeling • Social stories • Brainstorming 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In order to recruit staff for our new school, we posted all vacancies on the Department of Education website. We attended various recruitment fairs around the city meeting with energetic and driven individuals. We also found potential candidates through the New Teacher Finder database and by reaching out to schools we admired who employed Teaching Assistants with full certification.

Through Article 18D of the UFT contract, we gathered a committee of experienced educators to sift through and sort all applications received. Once deemed qualified for a position, teachers were then interviewed by the panel members. Each candidate was scored using a committee created rubric aligned to our school's vision and mission. Each candidate's references, employee history and certifications were checked.

All educators hired demonstrated mastery in the subject area they are teaching and have a deep understanding of the real-world application and its impact on students for middle, high school, college and beyond. All teachers are committed to making knowledge accessible, firmly believing that all students can learn.

All staff members attended a rigorous summer training session with a goal to build a positive school culture through team building activities, communicate clear expectations and articulate the school's vision. All staff members were provided with a Brooklyn Arbor Staff Handbook, outlining all school policies, systems, professional learning norms and protocol. At the conclusion of the training, teachers completed a Professional Development Needs Assessment Survey (PDNAS). Using a scale of 1-4, teachers indicated the level of experience within a specific subject area, skill, teaching tool, etc.

Throughout the school year, teachers will participate in ongoing Professional Development, through whole group, differentiated sessions, "lunch and learns", study groups, as well as sessions outside of the school facilitated by expert consultants in the field (i.e Teacher's College Institutes). Additionally, the Professional Development book of the season will serve as a mentor text and will be distributed to all teachers. Specific chapters will be assigned and discussed in monthly meetings. Topics will be revisited regularly in a spiral format to make sure it becomes a part of teachers' instructional practices.

Teachers new to the profession will have the additional support of a mentor that will be assigned to them by administration. Mentors will log and submit the amount of time they work with their mentee. The amount of support will be reduced gradually over time as mastery is evidenced.

Teachers regardless of entry level, will have a Professional Growth Plan (PGP) that is co-authored by both school leaders and the teacher. The PGP, based on the National Professional Teaching Standards and the Danielson Framework, will outline specific areas where growth is needed and how this will be attained. A teacher's rating in June will be heavily weighted on progress made, or lack thereof, in accordance with their PGP.

As a professional learning norm, teachers will receive consistent feedback following daily learning walks conducted by

**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

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 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 with 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;
- resolve disagreements or conflicts peacefully;
- always try my best to learn

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Petrina Palazzo	District 14	Borough Brooklyn	School Number 414
School Name Brooklyn Arbor			

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

Principal Eva Irizarry	Assistant Principal Cristina Albarran
Coach N/A	Coach N/A
ESL Teacher Daniel Josiah Houston	Guidance Counselor N/A
Teacher/Subject Area Emily Pryor / Dual Language K	Parent N/A
Teacher/Subject Area	Parent Coordinator N/A
Related Service Provider	Other Amanda Gardner, Network 606
Network Leader	Other Christina Pujdak, AIS Provider

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

D. School Demographics

Total number of students in school	188	Total Number of ELLs	25	ELLs as share of total student population (%)	13.30%
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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. [i](#)

1. The person responsible for conducting the initial screening, administering the HLIS, the informal oral interview, the LAB-R, and the formal initial assessment is the full-time ESL Teacher (certified TESOL K-12).

When parents enroll their children at Brooklyn Arbor Elementary, the certified ESL teacher assists in the completion of the HLIS in English and their native language. If a student's background information and the information provided on, and during the completion of, the HLIS suggests that a child might be an English Language Learner, the ESL Teacher conducts an informal oral interview in English (and when necessary, in the native language). The informal interview gives a preliminary assessment of a student's understanding of, and ability to speak the English language. It ascertains if the student can answer basic questions about their name, address, grade, length of time in the US, and if the student can understand and use a variety of present, past, and future tenses. This interview is not meant to provide a complete assessment of a student's oral language proficiency and does not replace the formal CR Part 154 initial identification procedure. Once the ESL Teacher has determined the child's need to be formally assessed, the LAB-R is administered to the student. When a child with a Spanish home language does not pass the English LAB-R, the ESL teacher enlists the help of the bilingual Dual Language teacher to administer the Spanish LAB-R to the child in Spanish. The LAB-R will provide the school with the level of English Language Proficiency achieved by each student. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive ESL services. Those who pass the LAB-R exam and are deemed English Proficient, as determined by the ESL pedagogue, will enter General Education services.

This process must be completed within ten days of the child registering as a student at Brooklyn Arbor.

To evaluate students' growth using the NYSESLAT, the ESL teacher makes certain that all four components of the NYSESLAT are administered to all eligible students. The ESL teacher prints the RLAT ATS Report to determine who needs to take the NYSESLAT. Once the students are identified, the ESL teacher collaborates with the school staff to create a testing schedule to ensure these students are scheduled to take all parts of the NYSESLAT. Students are pulled from their classrooms by grade level, into a separate classroom where they take each section of the NYSESLAT. No student completes more than one section of the NYSESLAT in a single day.

2. In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of new enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Parents are informed two weeks before the Parent Orientation Session to ensure full participation. At the actual workshop the parents are provided with a brochure in their home language, which provides basic information about each instructional program available for ELLs in New York City. Parents view the "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native language in order to provide context for the programs available. A group discussion is then held to allow the ESL teacher to answer all questions and concerns. Parents are made aware that all programs are available to their children and if the numbers allow for a particular model, the school will create a classroom to meet their program selection. If there is any further support needed, the ESL teacher will meet individually with families to help support their program selections. Parent orientations are conducted on an as needed basis throughout the school year.

3. We ensure that all students who are tested into ESL by the LAB-R receive entitlement and continued entitlement letters in their home language. The ESL teacher produces these letters and distributes them to classrooms, placing them in student take-home folders. Copies of every entitlement letter sent home are kept both electronically and hard copied. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of our parent coordinator to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family.

4. We administer the LAB-R and Spanish Lab-R (if needed) and then, if the student is eligible for ESL services, we begin written and oral communication with families in their native language in order to ensure their attendance at our English Language Learner Parent Orientation. The Parent Orientation is conducted in order for a program selection to be made by the parents of each student. Brooklyn Arbor ensures that every parent receives the necessary translation services by providing the Parent Orientation with translators via school staff, parent volunteers or services offered by the DOE. Furthermore, all written communications are translated into the family home language and the Parent Orientation video is played in both English and every other native language represented at the orientation.

Once a selection is made, Placement Letters are distributed to the students in their native language. Our Placement Letters are distributed by our ESL teacher and placed in take home folders. The ESL teacher then tallies the results of the program selection form and ensures all students are placed in the instructional program of choice. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ESL teacher and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records.

5. The Parent Survey and Program Selection forms for Brooklyn Arbor's first year show that three out of four incoming kindergarteners chose dual language, while one kindergartner and one second grade student chose freestanding ESL.

6. Yes, our program model is aligned with our parent requests, as we offer Freestanding ESL for grades kindergarten through second grade, as well as a self-contained Dual Language kindergarten class (English & Spanish).

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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):
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Dual language program	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	3													3
Freestanding ESL														
Self-Contained	1	10	11											22
Push-In														0
Total	4	10	11	0	0	0	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	3		0								3
ESL	22		5								22
Total	25	0	5	0	0	0	0	0	0	0	25

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

C. Home Language Breakdown and ELL Programs

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

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
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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	3	19																	3	19
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	3	19	0	3	19															

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): 7

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian:

Hispanic/Latino: 7

Native American: 0

White (Non-Hispanic/Latino): 10

Other: 2

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		10	11											21
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	10	11	0	22									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1a) During the regular instructional school day at Arbor Elementary, ELLs participate in formal freestanding ESL program according to the criteria of the NYS guidelines. Students are required to meet NYS ESL Standards for Reading, Writing, Listening and Speaking. There is one ESL Teacher who holds an ESL K-12 license. The language of instruction is English. The instructional model for this program is a pull-out program, which provides small group, differentiated instruction 72 minutes a day/5 days a week. There is also a self-contained Dual Language kindergarten class for English and Spanish speaking students. This class provides a balanced day of instruction in both English and Spanish (50%-50%) and services several ELLs.

1b) Our ESL program features students of heterogeneous or mixed proficiency levels in each class.

2) All ELLs receive ESL/ELA and NLA instruction/support as required under Part 154. All students receive the New York State mandated ESL/ELA and NLA instruction time based on the student's English Language Proficiency Level (as determined by the LAB-R or NYSESLAT scores).

Students in our freestanding ESL program receive all instruction in English with native language support. Students that scored at the Beginner and Intermediate level on the LAB-R or NYSESLAT are receiving 360 minutes of instruction per week and students that scored at the Advanced level are receiving 180 minutes of ESL and 180 minutes of ELA instruction per week. This instruction is given with Native Language support that accounts for 25% of instruction time across all proficiency levels. ESL students receive 72 minutes of small group instruction everyday via a pull-out model in order to ensure that each student receives the mandated minutes for ESL/ELA instruction (with native language support).

The ELLs being serviced in the self-contained Dual Language kindergarten class receive half of their weekly instruction in English, and the other half in their Native Language of Spanish via a 50%/50% rollercoaster model of language instruction. As regulated by New York State CR Part 154, students that scored at the Beginner level on the LAB-R or NYSESLAT are receiving a minimum of 60-90 minutes of ESL/ELA instruction everyday, while students that scored at the Intermediate level are receiving a minimum of 45-60 minutes of ESL/ELA instruction everyday, and students that scored at the Advanced level are receiving a minimum of 45 minutes of ESL/ELA instruction everyday. This 50%/50% model of ESL/ELA and NLA language instruction ensures that the ELLs in this program receive their mandated minutes of ESL/ELA instruction balanced alongside their mandated minutes of NLA instruction in the language of Spanish, as they continue their journey toward bi-lingual fluency.

2a) All ELLs receive ESL/ELA and NLA instruction/support as required under Part 154. All students receive the New York State mandated ESL/ELA and NLA instruction time based on the student's English Language Proficiency Level (as determined by the LAB-R or NYSESLAT scores).

Students in our freestanding ESL program receive all instruction in English with native language support. Students that scored at the Beginner and Intermediate level on the LAB-R or NYSESLAT are receiving 360 minutes of instruction per week and students that scored at the Advanced level are receiving 180 minutes of ESL and 180 minutes of ELA instruction per week. This instruction is given with Native Language support that accounts for 25% of instruction time across all proficiency levels. ESL students receive 72 minutes of small group instruction everyday via a pull-out model in order to ensure that each student receives the mandated minutes for ESL/ELA instruction (with native language support).

The ELLs being serviced in the self-contained Dual Language kindergarten class receive half of their weekly instruction in English, and the other half in their Native Language of Spanish via a 50%/50% rollercoaster model of language instruction. As regulated by New York State CR Part 154, students that scored at the Beginner level on the LAB-R or NYSESLAT are receiving a minimum of 60-90 minutes of ESL/ELA instruction everyday, while students that scored at the Intermediate level are receiving a minimum of 45-60 minutes of ESL/ELA instruction everyday, and students that scored at the Advanced level are receiving a minimum of 45 minutes of ESL/ELA instruction everyday. This 50%/50% model of ESL/ELA and NLA language instruction ensures that the ELLs in this program receive their mandated minutes of ESL/ELA instruction balanced alongside their mandated minutes of NLA instruction in the language of Spanish, as they continue their journey toward bi-lingual fluency.

A. Programming and Scheduling Information

3) At Arbor Elementary, the majority of the students learn English through a freestanding model of ESL instruction via pull-out instruction. We also have a self contained Dual Language kindergarten class which services both English and Spanish speaking children.

Our ESL program features students of heterogeneous or mixed proficiency levels in each class who receive small group instruction in English only by a certified ESL teacher. The ESL teacher follows a workshop model for reading and writing lessons. The ESL teacher supports this model by using guided reading, read alouds, shared reading, shared writing, vocabulary word walls, word work and grammar lessons. The ESL teacher also coaches the children in writing through individual conferences and small group strategy lessons.

The ESL teacher plans closely with the classroom teachers, in order to provide scaffolding for classroom content so that the students have the tools necessary to incorporate this learning into their personal knowledge. They then can work with the information at a higher level of understanding.

The following methods of instruction are followed in all classrooms: (1) Guided reading of additional language appropriate texts to develop background knowledge. (2) Explicit vocabulary instruction on key words and concepts. (3) Additional practice of foundational concepts. (4) Use of visuals to aid comprehension.

The ESL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each student build language fluency upon the phonics foundation they acquire through the FUNdations and Reading Bear programs.

In addition, the ESL library is leveled, as are all classroom libraries, and include books in the students' native languages and about their native countries. The native language, customs and culture are given recognition in the ESL classroom and this helps our students to feel a sense of pride for their native language and heritage, while they are learning the language, customs and traditions of the United States.

In our self contained Dual Language kindergarten class, which serves English and Spanish speaking children, all students are taught together throughout the day. The language of instruction changes via the rollercoaster model, allowing for instruction in both languages to be balanced throughout all content areas. For reading and writing, the workshop model is based on that of Teacher's College at Columbia University. The workshop is either taught in English or Spanish, depending on the day. For math, My Math by McGraw Hill is used – students have two copies of the textbook – one in English and one in Spanish. Students do phonics work in both English and Spanish – Fundations is used for English and Estrellita for Spanish. For Science we use Harcourt and lessons are adapted into Spanish from the English, and the same holds true for Social Studies.

4) Brooklyn Arbor currently services grades K-2. However, when our ELL students are required to take the NYS ELA, NYS Math and Science exams, they will be given the opportunity to take the exams in their native language. They will be given a copy of the exam in their native language alongside an English version.

5a) Presently, we do not have any students who fall into the category of interrupted formal education (SIFE).

5b) Given that our school is an early childhood school, the vast majority of our ELL population has been in US schools for less than three years. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas.

5c) Not Applicable. Presently, Brooklyn Arbor services grades K-2. Therefore, we have no ELLs receiving services for between four and six years.

5d) Not Applicable. Presently, Brooklyn Arbor services grades K-2. Therefore, we have no students who fall into the category of Long

A. Programming and Scheduling Information

term ELLs.

6. The ESL teacher plans closely with the classroom teachers, in order to provide scaffolding for classroom content so that the students have the tools necessary to incorporate this learning into their personal knowledge. They then can work with the information at a higher level of understanding. The following methods of instruction are followed in all classrooms: (1) Guided reading of additional language appropriate texts to develop background knowledge. (2) Explicit vocabulary instruction on key words and concepts. (3) Additional practice of foundational concepts. (4) Use of visuals to aid comprehension. The ESL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each student build language fluency upon the phonics foundation they acquire through the FUNdations and Reading Bear programs.

Additionally, Brooklyn Arbor's staff of administrators and teachers works in collaboration to ensure that ELL-SWDs receive all services mandated on their IEPs. For example, the ELL coordinator/ESL teacher meets with classroom teachers at the beginning of the year to ensure that ELLs with IEPs that mandate they receive bi-lingual instruction are placed in the Dual Language class (if grade appropriate), while ELLs with IEPs that mandate they receive ESL instruction are placed in the freestanding ESL program. As a student's IEP changes/evolves over time, teachers will meet, collaborate, and adapt their instructional strategies to best service the needs of that student. The process of crafting differentiated language/academic support for ELL-SWDs in an ongoing and evolving process that the Brooklyn Arbor staff takes very seriously.

ELL-SWD students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments with the school psychologist, classroom teacher, and ESL teacher, along with indications on the IEP, students are grouped by need and given appropriate individualized instruction by special-ed support teachers while simultaneously being enrolled in the ESL program. Therefore, ELL-SWD students receive more scaffolding than the general-ed students in their heterogeneous ESL group. Normally we would aim to provide push-in services for ELL-SWD students but it was not a possibility this year. The ESL teacher works closely with the special-ed teachers and with all the paras in each classroom to design activities and programs to support the needs of the ELL population in those classes. The ESL teacher works in tandem and meets regularly with all the students' classroom teachers and other service providers.

7. ESL planning and scheduling is a cooperative effort between the ESL teacher, classroom teachers & various other service providers mandated by a student's IEP, designed to ensure that ELL students receive grade appropriate content and materials with additional support. Brooklyn Arbor ensures that flexible programming is used to maximize time spent with non-disabled peers by integrating ELL-SWDs in heterogeneous ESL groups, as well as heterogeneous afterschool clubs that focus on a variety of subjects, from literacy groups to yoga, cooking, and drama.

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:

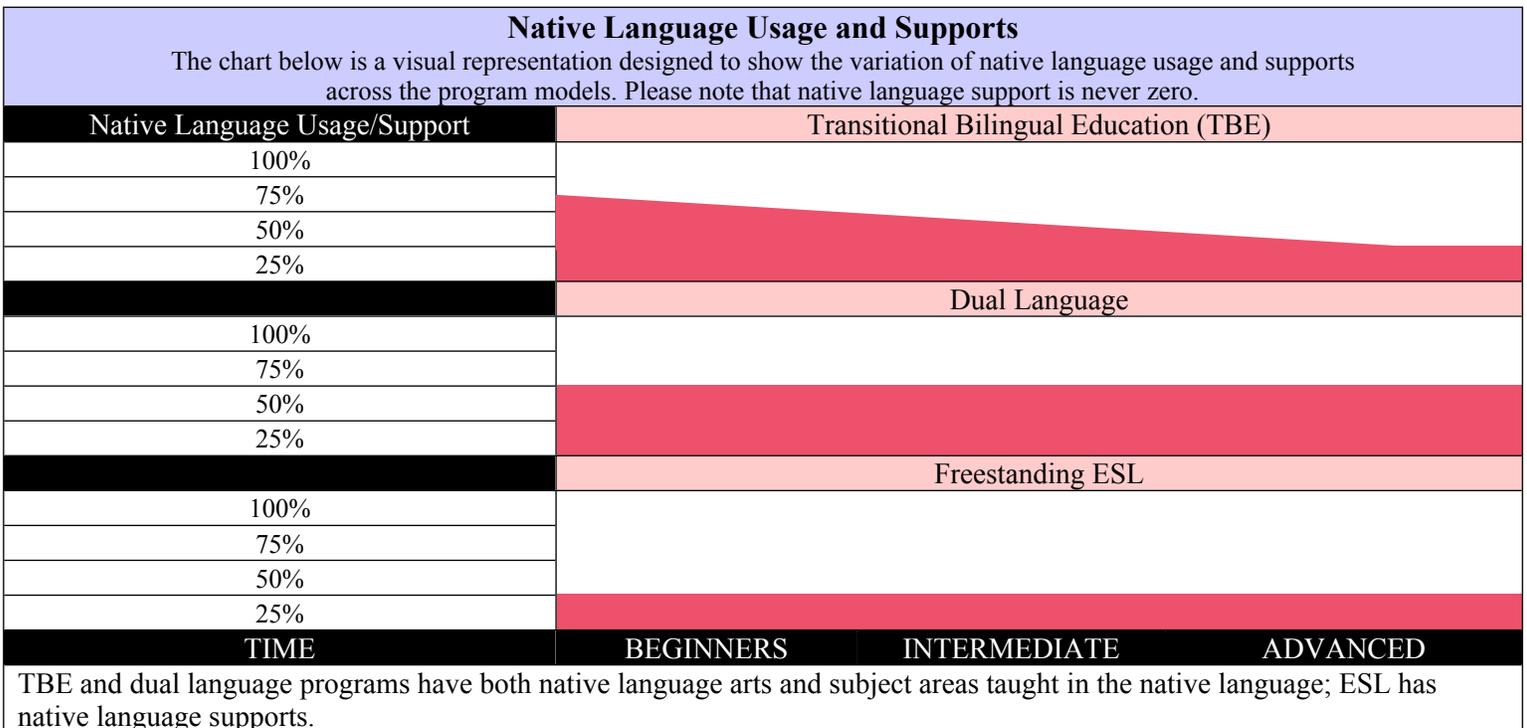
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	
Kindergarten - Dual Language	English/Spanish

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?

8) Brooklyn Arbor offers a range of targeted intervention services for ELLs in ELA, math and other content areas. First and foremost, we have created and are in the process of implementing a three tier Response to Intervention program for students struggling to meet ELA grade standards. Response to Intervention is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Our ELA focused RTI program involves a second tier: small group instruction with a reading specialist, as well as a third tier: one on one instruction with a SETS specialist. Furthermore, those students who are identified as in need of support in the subject of mathematics are provided small group instruction through after school math clubs (these after school clubs are also used to provide further small group instruction to students needing support in ELA). Native Language support is provided in both ELA and math small group instruction through various bi-lingual staff members as well as a variety of native language resources such as books, flashcards, and digital media. Furthermore, our targeted intervention programs for ELLs include a school-wide implementation of Thinking Maps. Thinking Maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide support and consistency for our ELL-SWDs across a variety of content areas such as ELA, Social Studies, and Science.

9) Students who have reached proficiency are still offered support for up to two years after they pass the NYSESLAT. Specifically, all students in this category are offered extended time (1.5x) on all testing (New York State, Acuity, classroom, etc.). The ESL teacher will be notified of any students who are still struggling with any academic area in order to provide them additional instruction and support.

10) Arbor Elementary is a New School. As a result, the programs that are in place have just begun. At the end of the year, the progress of the students and the programs that serve them will be reviewed and refined for further success.

11) Not Applicable. Arbor Elementary is a New School. No programs will be discontinued.

12) ELLs have equal access to all school programs and services at Arbor Elementary. All students at Arbor Elementary, including our ELL students, can receive a variety of supplemental services regardless of language barriers. The Extended Day program serves many of our ELL students, by utilizing small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in their classrooms. ELL students participate in all classes equally with their English proficient peers. All written communications to student families are translated into their home language in order to constantly raise awareness of all school events and offered services.

13) ELL students at Brooklyn Arbor have a variety of instructional material available to them within their classroom and in the ESL room, including written material across all curricular areas, large books, and books on tape. These are in addition to the many teacher-created tools, which include of many visual and language supports. We also have SmartBoards, Elmos, and Ipads available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all teachers and students to utilize throughout the school day. Our school uses a web-based software program called Reading Bear to help support ELL

learning. Additionally, Native Language materials are also used to support ELLs as they progress toward bi-lingual fluency. Native Language labels, dictionaries, books, flashcards, songs and digital media are incorporated throughout lessons to provide necessary native language support.

14) Our ESL students participate in a pull-out program designed with their home language taken into consideration. For example, students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of all materials that are distributed. Additionally, there is a self contained dual language kindergarten class that serves English and Spanish speaking children and utilizes both languages throughout balanced daily instruction (50%-50%). Many of the teachers, paraprofessionals and support staff speak Spanish, which is the main home language of our student population.

15) Yes, required services support and resources correspond to ELLs' ages and grade levels.

16) In the spring, parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school.

17) The Extended Day program serves many of our ELL students, by utilizing small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been a part of a variety of reading clubs, focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in their classrooms.

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)?

1. Time is split equally (50%-50%) between the two languages English and Spanish.

2. All students are taught together throughout the day and all content areas are taught in both English and Spanish (depending on the time/day) via the rollercoaster model. For reading and writing, the workshop model is based on that of Teacher's College at Columbia University. The workshop is either taught in English or Spanish, depending on the day. For math, My Math by McGraw Hill is used – students have two copies of the textbook – one in English and one in Spanish. Students do phonics work in both English and Spanish – Foundations is used for English and Estrellita for Spanish. For Science we use Harcourt and lessons are adapted into Spanish from the English, and the same holds true for Social Studies.

3. At Brooklyn Arbor the dual-language program follows a 50/50 model providing equal amount of instruction in both languages. The dual-language program is following a roller-coaster model of instruction, meaning each day is divided equally between the two languages: for example, Monday morning is taught in English, the afternoon is taught in Spanish, then Tuesday morning is taught in Spanish and the afternoon in English, etc.

4. Dual-language classrooms are self-contained.

5. Based on Brooklyn Arbor's model of biliteracy, which would best be described as flexible multiple moving into convergent bilingual, the sequencing of the biliteracy program can be viewed in a similar fashion; that is, a comingling of the two systems: simultaneous and sequential modes. In one sense, we are using the sequential mode, by expecting students to become proficient speakers, readers, and writers in their first language before they are expected to master these three skill sets in their second language. Yet, at the same time, dual-language

teachers are introducing students to literacy practices in their first language (whether that be English or Spanish) while simultaneously introducing these same skills in their second. Thus, although the teacher's expectations are for their students to master one language before the other (depending on their native tongue), they are given the room and flexibility in the classroom to learn to read in two languages at once, even as they are still developing cognitive-oral skills in a second language.

D. Professional Development and Support for School Staff

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

1) Professional development has been and will be ongoing for all teachers at Brooklyn Arbor Elementary. Common Branch, classroom, bilingual and ESL teachers will all participate in Professional Developments specifically regarding our ELL population throughout the school year. While the ESL and dual language teachers attend DOE run PD training in areas regarding technically specific aspects of servicing ELLS and navigating ELL data, such as the February 8th Questar training on the updated aspects of the NYSESLAT exam, the classroom and common branch teachers participate in instruction focused PD trainings, as they continually strive to better support the language development of Brooklyn Arbor's ELL population. These PD's may be run by the DOE, such as the ELL Elementary Literary Conference, or they may be created by the Brooklyn Arbor staff itself. There are professional development planning periods at Brooklyn Arbor during which the ESL teacher, the Dual Language teacher and the classroom teachers meet, share, and plan in order to maximize English Language acquisition for our ELLs. During these PD planning periods, instructional strategies such as scaffolding, modeling, bridging, contextualizing, use of realia, schema building, graphic organizers, digital media, TPR (total physical response), role play and readers' theatre – are discussed, explored, and adapted to meet the needs of specific students. The aim of the program is to increase English Language proficiency, develop academic language, and content area knowledge. There is concentration and scaffolding revolving around the four language modalities: Listening, Speaking, Reading, and Writing. By participating in these PD planning periods, and the DOE run PD trainings, all of the teachers at Brooklyn Arbor (common branch, classroom, bilingual, ESL, Special-Ed etc.) will continue to learn and hone instructional strategies that promote ELL language acquisition.

Through a collaborative model, the ESL teacher, Dual Language teacher, and classroom teachers are able to use many different forms of assessment to meet the individual needs of our ELLs. The NYSESLAT, LAB-R, Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments are all valuable tools in which to assist the teachers in serving their ELL students.

2) Not Applicable. Currently, Arbor Elementary only serves grades K-2. As a result, there is currently no need for supporting students as they transition into Middle School.

3) All teachers at Arbor Elementary, general education and special education as well as related service providers (in particular, speech therapists), take part in a minimum of 7.5 hours of ELL training. These hours of training are completed through Professional Developments offered by the DOE throughout the school year. While the ESL and dual language teachers attend DOE run PD training in areas regarding technically specific aspects of servicing ELLS and navigating ELL data, such as the February 'Demystifying ELL Data' training, the general education, special education and related service providers attend instruction based DOE run Professional Developments, or ELL trainings. These DOE run PD ELL trainings include, but are not limited to, the ELL Elementary Literary Conference, Brain Research: Keeping ELLs in Mind,

Text Complexity and English Learners, and Writer's Workshop is for ALL my students. By participating in these PD trainings, all of the teachers at Brooklyn Arbor (common branch, classroom, bilingual, ESL, Special-Ed etc.) will continue to learn and hone instructional strategies that promote ELL language acquisition. Attendance sheets are collected for each Professional Development session and teachers are responsible for updating their individual professional learning logs, which are kept in the Principal's office.

E. Parental Involvement

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

1) 1. We take great pride in being a collaborative learning community providing parents with workshops to keep them informed of important topics concerning their children, and the learning environment in our school. We also reach out specifically to our ELL parents to make sure they feel included in the Arbor Elementary community. Our ESL teacher/ELL Coordinator and Parent Coordinator are in contact with our ELL families to ensure that they receive necessary translation services. The school provides free language translation services via school staff, parent volunteers or services offered by the DOE on parent conference days. Furthermore, all written communications are translated into the family home language.

2) At the present time we are able to meet the needs of our ELL parents through our own workshops and outreach. If we find, in the future, that we need the support of outside agencies or Community Based Organizations, we will contact these resources.

3) In the beginning of each school year a survey is sent home to each family to find out what is most important to them. With the data extracted from these surveys, we are able to provide services and meet the needs and expectations of our parents. Through the efforts of our parent coordinator, we have open lines of communications via telephone, email or face-to-face meetings to ensure that parents are comfortable and feel welcomed in our school building. Again, through telephone translation services and bilingual staff, we can address their needs in their native language. Ensuring that parental needs are being met is an ongoing process.

4) The school identifies the needs of the ELL parents at ELL Orientation Sessions. We carefully select the topics of parent workshops to ensure that parents receive the most up-to-date and pertinent information regarding their children's educational and health needs. Adult ESL classes (Beginner and Advanced) are offered in the school building. The ESL teacher and school staff encourage all parents who would benefit to attend, both in writing and in conversation. We work collaboratively with our Parents Association to ensure that we address the needs of our families. Parents are always welcome in our school and are encouraged to get involved when the opportunities present themselves, such as Family Fridays in our grade classrooms every week.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	8	9											20
Intermediate(I)		3	3											6
Advanced (A)	1	1	2											4
Total	4	12	14	0	0	0	0	0	0	0	0	0	0	30

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	1										
	I		2	1										
	A		5	6										
	P		2	2										
READING/ WRITING	B		6	5										
	I		3	3										
	A		1	2										
	P		0	0										

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. To assess early literacy skills of our ELLs we use Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments. These tools test a variety of skills including: decoding, comprehension, sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We keep consistent running records of student reading progress, which provide accurate insight into a child's decoding and thinking/comprehension processes since it is administered on a one-to-one basis. In this setting, the child is more at ease and has a lower affective filter. In addition, we have a computer-based program "Reading Bear" which helps struggling readers develop phonics and decoding skills. It is open to our ELLs and they have benefitted from these interventions. By looking at the data provided by these tools the school plans its instructional focus. We then use this data to define our learning targets and short-term goals.

2. The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. The receptive act of reading and the expressive act of writing remain a challenge for our students. Many of our ELLs received Intermediate, Advanced or Proficient marks in listening and speaking but have not yet developed the reading and writing skills required to progress toward fluency. This is a clear indicator that there is a need to increase explicit ESL throughout the grade levels in order to provide ELLs with the tools necessary to navigate the English language. This way, as our students progress forward in their education, concepts such as deep structure, text patterns and genre, as well as persuasive skills like debating and editorializing, will be realistic and achievable goals.

3. At the beginning of the school year, patterns across NYSESLAT modalities are reviewed by the ESL teacher. The ESL teacher uses this information in order to group the students in grade and skill ranges that will challenge all learners and best suit their academic needs. These various classes of ESL students then pursue a curriculum that, while working in tandem with grade level themes and topics, provides the basic foundational language skills needed to progress toward fluency. Each ESL group focuses on undeveloped skillsets in individual student through planned differentiation. Our technology stations employ the computer program "Reading Bear" and various language learning Ipad applications. These programs provide great specificity and entertainment in the skills chosen to be practiced, and create a confidence level within the learner that is carried into their reading fluency.

4a. Not Applicable. Brooklyn Arbor is a new school that services students grades K-2. As the students have not yet reached grade 3 and begun taking state tests, we do not have any data about the difference between English and Native language test results. ELLs have been grouped and serviced based on their incoming NYSESLAT and LAB-R test results. Instructors have used this data to target weaknesses in foundational skillsets and craft differentiated curriculum. Once our students have taken the NYSESLAT, those results will be reviewed, compared and analyzed so that the educational plan for each ELL is adapted to best suit their needs as they progress toward fluency.

4b. Not Applicable. Brooklyn Arbor is a new school that services students grades K-2. Periodic ELL Assessments begin at grade 3. However, once Brooklyn Arbor expands to include grade 3 in the following year, Periodic ELL Assessments will be administered in both the Fall and late Winter in order to differentiate instruction to best suite each student's academic needs in preparation for the NYSESLAT exam. Until this time, Fountas and Pinnell running records are being used to consistently gauge student language fluency.

4c. Not Applicable. Brooklyn Arbor is a new school that services students grades K-2. Periodic ELL Assessments begin at grade 3.

5a. In kindergarten they are assessed through letter/sound recognition, sight-word recognition, and for Bilingual students, they will be assessed through Fountas and Pinnell Running Records.

5b. Because Brooklyn Arbor only has a dual-language kindergarten class thus far, the EP students are all at a beginning level in their second language (Spanish).

5c. Not Applicable. There are no state and city assessments for the Kindergarten level.

6. Brooklyn Arbor’s program for English Language Learners evaluates its success based on the consistent progress of its learners, and it will continually adapt and grow to meet the needs of its student population. To assess early literacy skills of our ELLs we use Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments. These tools test a variety of skills including: decoding, comprehension, sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We keep consistent running records of student reading progress, which provide accurate insight into a child’s decoding and thinking/comprehension processes since it is administered on a one-to-one basis. In this setting, the child is more at ease and has a lower affective filter. By looking at the data provided by these tools the school plans its instructional focus. We then use this data to define our learning targets and short-term goals, as well as evaluate our progress on a quarterly basis.

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.

Native language and culture is continuously portrayed in students’ independent writing and presentations. There are a number of foreign language books also available for newcomers, and also for special projects. Students are encouraged to share their cultural knowledge with others. It’s essential to make sure the student knows his or her culture is of great importance. This philosophy is especially important in the ELL classroom.

Part VI: LAP Assurances

School Name: <u>Brooklyn Arbor</u>		School DBN: <u>14K414</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eva Irizarry	Principal		1/1/01
Cristina Albarran	Assistant Principal		1/10/13
	Parent Coordinator		1/10/13
Daniel Josiah Houston	ESL Teacher		1/10/13
	Parent		1/10/13

School Name: Brooklyn Arbor

School DBN: 14K414

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/10/13
	Teacher/Subject Area		1/10/13
	Coach		1/10/13
	Coach		1/10/13
	Guidance Counselor		1/10/13
	Network Leader		1/10/13
Emily Pryor	Other <u>Dual Language</u>		1/10/13
	Other		1/10/13
	Other		1/10/13
	Other		1/10/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **14K414** School Name: **Brooklyn Arbor/P.S. 414**

Cluster: **6** Network: **606**

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

Part A: Needs Assessment Findings

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

When children are registered (or within 30 days of a student's enrollment), the primary language spoken by the parent of each student is determined. Once parents specify their preferred or primary language, this information is entered into ATS. The "Adult Preferred Language Report" is run to assess the language needs for the entire school. This information is shared with staff to ensure they make the appropriate plans to communicate most effectively with families.

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.

Approximately 26% of the parents specified that they require and prefer information and all forms of communication in Spanish. This was communicated to all staff members at a Faculty Meeting in the Fall regarding parental involvement and communication.

Part B: Strategies and Activities

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

Brooklyn Arbor provides regular and timely translation, wherein words of one person are communicated to others in writing in a different language. All correspondence (report cards, progress reports, PA newsletters, posters, invitations, letters, etc.) are translated into Spanish. All documents in English that are to be sent home are forwarded to our in-house translator or to our volunteer parents. The documents are translated within 24 hours and electronically returned to the sender upon completion. All translated documents (except those that refer to individual students) are housed in a file sharing website for all staff members to access.

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.

Brooklyn Arbor provides contemporaneous communication between speaker of English and a speaker of a covered language wherein the words of one person are communicated to others orally in a different language. We provide timely interpretation services at group and one-on-one meetings upon request. We ensure that parents are able to communicate with teachers, guidance counselors, the school nurse, and other school staff regarding critical information about their child's education, health, safety or entitlements. Our school's secretary who answers the phone lines and greets parents in the main office is fully bilingual. Our Assistant Principal and several staff members are also fully bilingual and provide translation throughout the school day or as requested. Lastly, Parent Association officers also provide translation as needed. As per the Chancellor's Regulations, minors may not serve as interpreters for school staff or parents during any formal or informal meetings where student achievement and/or school conduct are discussed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will post in a conspicuous location (at or near the main entrance) a sign in each of the covered languages indicating the availability of interpretation services. In addition, each parent whose primary language is a covered language and who requires language assistance will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

