



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN SCHOOL OF INQUIRY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K686

PRINCIPAL: DONNA TAYLOR **EMAIL:** DTAYLOR32@SCHOOLS.NYC.GOV

SUPERINTENDENT: **KARINA COSTANTINO**

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
Donna Taylor	*Principal or Designee	
Toi Ferguson	*UFT Chapter Leader or Designee	
Sarah Habibi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicole Nelson	Member/AP	
Bonnie Durgin	Member/teacher	
Mike Grassioto	Member/parent	
Donald Salvato	Member/parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June, 2013, Teacher teams will create and revise two units in Math aligned to the CCLS Math specific to their grade level.

Comprehensive needs assessment

- As the PARCC assessments approach, there is a difference in what we're teaching and how we are teaching. We are looking at our current units to better align them to the shift in mathematics and target students performing in the low level 3s.

Instructional strategies/activities

- a) School will provide PD to teacher teams in order for them to do this work.
- b) Engage in on-site intervisitation and PD to strengthen teacher content knowledge and review curriculum to target the specific needs to the sub group identified.
- c) Teachers, admin, math coach and math staff developer
- d) Meet on the grade to establish teacher created assessments and rubrics
- e) By the end of the academic year

Strategies to increase parental involvement

- Conducted a series of parent workshops with math coach, presented math student work at PTO meeting, presented and discussed strategy with SLT.

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants XXX Other

If other is selected describe here: Fair Student Funding \$25,000

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).

OTPS Curriculum and Staff Development; hired math consultant to come in for 20 days and meet with teachers to co construct lessons and debrief. Send teachers to outside Learning Communities.

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

- All third and fourth grade students will demonstrate a high level of performance on a school created PBA as measured by teacher rubrics in the areas of critical thinking and analysis, literary response and application of higher level thinking skills.

Comprehensive needs assessment

- Teacher teams have been looking at writing assessments, and we have found the need to strengthen students literary responses on PBAs using evidence from the text and critical thinking. We looked deeply at last years constructed responses and found that students required additional work in this area.

Instructional strategies/activities:

- a) Engage in on-site intervisitation and PD to strengthen teacher content knowledge and review curriculum to target the specific needs to the sub group identified.
- b) Teachers, admin, and literacy staff developers (reading and writing)
- c) Meet on the grade to establish teacher created assessments and rubrics
- d) By the end of the academic year

Strategies to increase parental involvement

- Conducted a series of parent workshops with math coach, presented math student work at PTO meeting, presented and discussed strategy with SLT.

Budget and resources alignment

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants XXXX Other

If other is selected describe here: Fair Student Funding \$28,000

Service and program coordination

OTPS Curriculum and Staff Development; hired reading consultant to come in for 8 days and writing consultant for 10 days to meet with teachers to co construct lessons and debrief.

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

- On the 2013 State Math test, at least 5% of the low level 3s students from last year's MATH will move to a mid-level 3 or above.

Comprehensive needs assessment

- We looked at last year's item analysis, and a review of their math work this year reveals that this certain group of students is performing below other students. After analysis, we created a small group, targeted work to specifically address the needs of this sub group.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Math Coach is working with teachers to design specific lessons that will support this group.
 - b) Teachers are in learning communities where they strategize with other teachers/staff developers to design effective strategies for supporting this group.
 - c) Teams meet daily for 20 minutes to assess daily progress.
 - d) By the end of this academic year.

Strategies to increase parental involvement

- Conducted a series of parent workshops with math coach, presented math student work at PTO meeting, presented and discussed strategy with SLT. We send home additional supports to explain how parents can work with students, and report weekly on 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 _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: Fair Student Funding \$23,000.

Service and program coordination

- The goal this year is for the PTO to raise \$500,000. Meet on a regular basis with parent fundraising committee, reach out to CBOs and politicians.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	n/a	n/a	n/a
Mathematics	n/a	n/a	n/a
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling	Both individual and small group counseling	During the school day as scheduled

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.

Working together with the office of recruitment and our CGN HR director, we hire only teachers who have received their extension in gifted and talented education.

We engage in PD in math, Literacy and Social Studies, in addition to SEL, for all teachers on every grade.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Sandra Litrico	District 20	Borough Brooklyn	School Number 686
School Name Brooklyn School of Inquiry			

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

Principal Donna Taylor	Assistant Principal Nicole Nelson
Coach Toi Ferguson	Coach
Teacher/Subject Area Anna Moshura, ESL	Guidance Counselor ,
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Kelly BaxterGolding
Related Service Provider Amy Rosen	Other
Network Leader Sandra Litrico	Other

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	253	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	4.74%
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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. 

Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an informal oral interview in English and/or native language with the help of our bilingual staff members or outside translation services if required. The intake staff consists of Donna Taylor - Principal; Nicole Nelson – Assistant Principal; Yolanda Rosado – School Secretary, Kelly Baxter Golding – Parent Coordinator, and Anna Moshura – ESL teacher, fluent in Russian. All intake staff have received training on administering the HLIS and conducting the parent interview. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible.

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

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

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

Last year 8 out of our 8 ELL parents selected Freestanding ESL as their Number 1 choice of program. This year, all 8 parents of our 8 new ELLs selected Freestanding ESL as their number 1 choice. This year is our school's third year in existence, and we do not have enough ELLs to form a Bilingual class, and are thus providing a Freestanding ESL program. This is consistent with parent choice, as all parents chose Freestanding ESL as their number 1 preference.

Using ATS reports to ensure all ELLs are tested, all ELLs are administered the NYSESLAT by the ESL teacher, Anna Moshua. Each component is scheduled with the teacher, the ESL teacher and the administration to be sure all 4 components are administered to each ELL.

During the initial meeting with the parents, the VIDEO made by the DOE is shown to all parents so that each of the three program

choices are explicitly explained -- Transitional Bilingual Education, Dual Language, Freestanding ESL. During this meeting, which is also translated to Russian, the ESL teacher and the principal answer all questions related to all programs.

Following the compliance dates from the principal's calendar and network calendar and network support staff reminders, the ESL teacher and the principal make sure all entitlement letters are printed, cross referenced with the ATS data and sent home. Teachers are also provided information from letters so that they are aware there are students in their class who have ELL needs. Letters go home via back pack and via US mail, and follow-up e-mails and phone calls are made to be sure parents have received the information and know about the parent orientation. When parents attend the meeting, they complete the program selection before leaving the building and letters are stored in the main office to ensure family choices are respected. Since all of our families chose the Freestanding ESL program we offer at our school, we keep the letters here in the main office. Each year after the NYSESLAT is administered and the entitlements decided, letters are generated according to the outcome and sent home via back, USPS mail and follow up phone calls and e-mails are sent to be sure parents understand entitlement of their child.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	14	Special Education

Number of ELLs by Subgroups				
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14									14
Total	14	0	0	0	0	0	0	0	0	14

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**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																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian	8	4	2											14
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	8	4	2	0	14									

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?

Based on student enrollment and parent wishes, PS 686 offers ESL services in a Freestanding ESL program. All of instruction is delivered in a Push-In model. We provide a total of 360 minutes of services for Beginner and Intermediate ELLs and at least 180 minutes of services for Advanced ELLs per week. We try to ensure consistency for our K-1 students and thus employ a Block class model (when a class stays together with their classroom teacher and the ESL teacher pushes in) whenever possible.

Occasionally when students are pulled out of class during ESL instruction, they usually join students from another class and work in ungraded heterogeneous small groups on language-focused scaffolded projects or tasks that are closely aligned with their regular classroom curriculum. The ESL teacher works on the same lesson that is being covered in the students' regular class, but it is conducted in a smaller group making more language assistance and 1-1 teacher-student interaction possible. As their skill and proficiency level varies, these students benefit from being in heterogeneous mixed grade (K-1 only) groups by providing beginners with an optimal Zone of Proximal Development (Vygotsky) and the more advanced learners with a chance to solidify their skills and gain confidence in a smaller setting.

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

BSI adheres to the CCLS as mandated by the NYCDOE which satisfies all content areas.

To enrich language development and make content comprehensible, the ESL teacher collaborates not only with classroom teachers, but

A. Programming and Scheduling Information

other cluster teachers, as well as all service providers. As we use mostly the Push-in model, the ESL teacher is able to provide support to ELLs directly during content instruction with their regular classes. As the ESL teacher is a native Russian speaker she is able to provide native language assistance to all 8 of our ELLs, all of whom are native Russian speakers. To develop English language skills while making content comprehensible the ESL teacher and classroom teachers of ELL students use scaffolding techniques such as: heterogeneous grouping with English proficient students for collaborative projects, visual aids, modeling, Total Physical Response, multi-sensory and graphic organizers such as: semantic web and KWL charts. Explicit ELA includes the workshop model for Balanced Literacy focused on shared reading. The ESL teacher uses various methods such as vocabulary building games, art, drama, music, technology (BrainPop, Starfall, PBSkids.com, other literacy building websites, etc), and a native language classroom library that supports literacy for ELLs. Consistent with the Natural Approach for second language acquisition, our ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language. PS 686 uses a workshop model and project-based approaches that maximize student interaction and collaboration, targeting oral language development, which is crucial for ELLs in this developmental stage. We use FUnDations materials to support ELL acquisition of basic letter and sound awareness and teacher-created materials to support the visual representation of content, including translation from the Native Russian speaking ESL teacher when necessary. Content area support is turnkeyed by the ESL teacher to teachers and teaching assistants working in the classroom with small groups of ELLs; ESL teacher pushes in to classrooms to support content area lessons and ensure ELLs get the necessary support.

The language of instruction in all the content areas is English. BSI provides adequate and grade appropriate native language arts support across the content areas. BSI invests on multi-cultural books, nonfiction and fiction, published in the various languages spoken at BSI. As we only serve grades K-3 and are in our third year of existence, we currently only have newcomer ELLs (0-2 years of services), none of whom are identified as SIFE or having special needs. Thus the entire ESL program (described above) is geared toward serving the specific needs of this subgroup.

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

We are a citywide gifted and talented school which means that students test in through the NUCDOE office of gifted and talented. We do not have ELLs who are SWDs. If in the future we are to accommodate ELLs with special needs, we will use appropriate services and strategies in our work with their students based on the recommendations of their IEPs. This may include employing Alternative Placement Paraprofessionals who speak the child's native language, in addition to ESL services, assistive communication devices, and various teaching methodologies adapted to the students' individual needs, such as TEAACH or ABA techniques, for example. BSI is a growing school, opened in 2009, and this year we just opened our third grade class. Therefore, we have no long term ELLs and won't for the next five years..

Courses Taught in Languages Other than English ⓘ

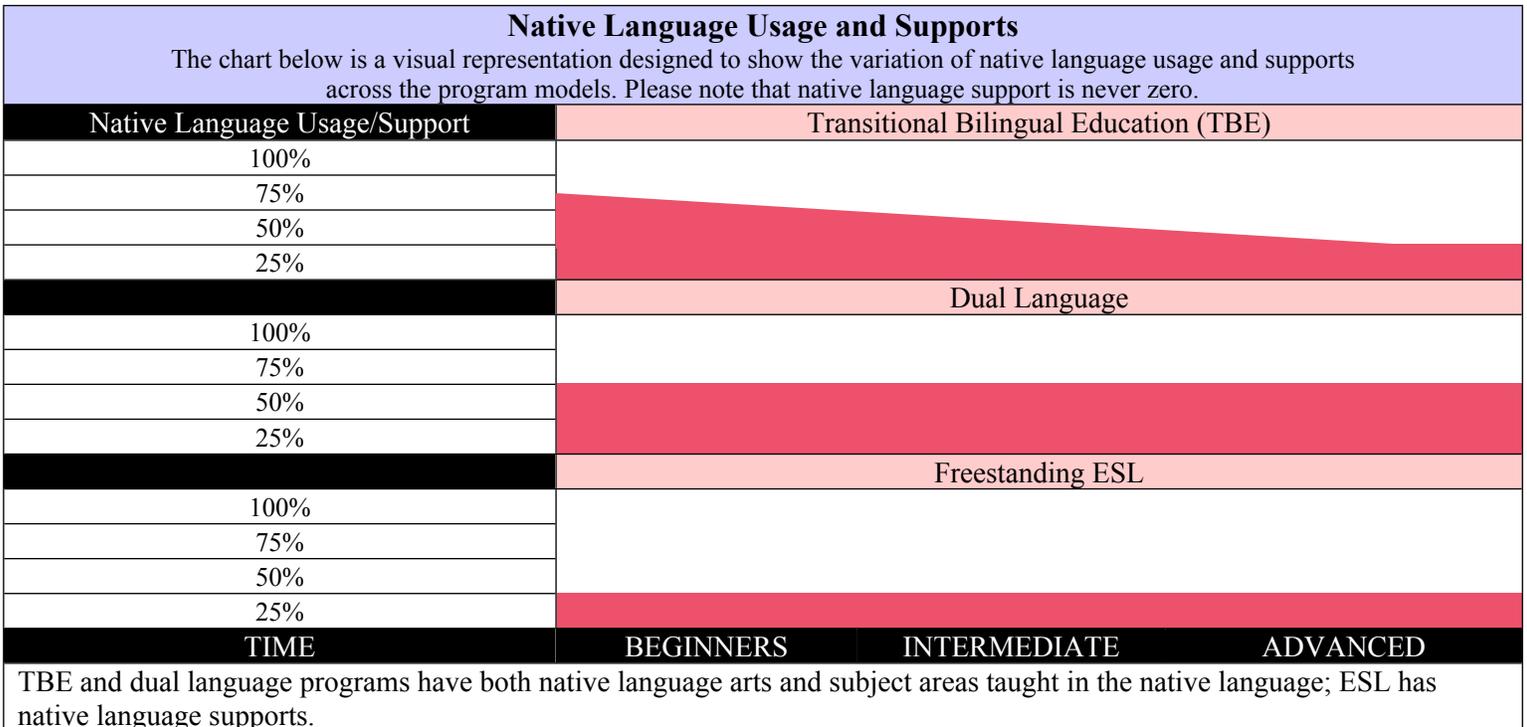
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

The main focus of all K-3 students, regardless of ELL status is building oral language and literacy skills. Our ESL program has the same goal as its priority. Reading materials are chosen to be developmentally appropriate for our K-1 students, and student choice in the selection of materials is solicited and encouraged.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our ESL teacher, AP, paraprofessionals, OT, PC and classroom teachers all attend regular ELL PD workshops provided by the DOE and our network. The information and materials obtained at the workshops is then shared during regularly scheduled planning periods with all classroom teachers who work with ELLs.

Anna M, the ESL teacher, and Kelly B. the Parent Coordinator maintain a file at the main office that is made accessible to any teachers or staff members who need to review it.

We currently serve grades K-3 only, and will continue to grow over the next several years until we have grades K-8 in our school. Thus none of our ELLs will be transitioning this year or for several years to come.

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

E. Parental Involvement

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

We have a very involved PTO and a parent volunteer community at PS 686. The language background among our school's parents is very international, as about a third of our parents are native Russian speakers and many others speak languages other than English. This provides for a very welcoming environment for our ELL parents, many of whom participate in the activities of the school on a regular basis. Translation and interpretation are readily available from parent volunteers and/or the school staff. Kelly runs meetings to help parents connect into ARIS and ACUITY and technology workshops for all parents so they know how to access data on their child.

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

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

Our Parent Coordinator, classroom and ESL teacher, and Administrators are always in communication with parents, and welcome and incorporate parent feedback into program development. Our school website includes a multitude of information and resources for parents to stay up to date on their kids learning, including regularly updated class videos, an ongoing schedule of events, ARIS community link where student data is accessed by parents and reviewed prior to PTCs and an opportunity to provide feedback and voice questions and concerns by contacting our staff. Our regularly scheduled Parent Teacher conferences, as well as curriculum mornings, and PTO meetings provide an additional forum for parents to communicate their needs and wishes to the school. Since we have an ESL teacher who is fluent in Russian, all our translation needs are addressed by our ESL teacher. Parents attend meetings, volunteer in the school library, in the classrooms, at lunch and recess and visit classrooms regularly. The PTO schedules monthly parent get-togethers where parents share ideas about home activities, school work and translation is provided by the PTO.

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

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

Our parents participate in monthly surveys about school satisfaction and communication and our parent coordinator sends out a weekly newsletter apprising parents of all school and classroom activities. All parent documents are translated into Russian by the PTO.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

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.

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

All ELLs are assessed by the LAB-R upon enrollment and the NYSESLAT in the spring until reaching proficiency. All of our ELLs who were enrolled in PS 686 in 2010-2011 were tested with the NYSESLAT in Spring 2011. Of the 8 ELLs who were tested 2 tested out of the program, (the Proficient level), 4 tested at the Intermediate level, and 2 tested at the Advanced level. Of the 4 ELLs who did not test out of services (all of whom are in Kindergarten) Speaking and/or Writing sections show the area of most struggle. In the Speaking and Listening section, Speaking proved most difficult for the ELLs that did not pass the test.

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

There are currently no test scores available on which to compare the ELLs and the Native Speakers, as all of our students are not yet being tested with content area state exam in grades K-3. Furthermore, our entitled ELLs are only in Kindergarten and 1st grade. As more test scores become available instructional decisions based on areas of strength and weakness in ELLs as compared to English Proficient students will be made accordingly.

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

Our ESL program will be evaluated based on students' performance on the NYSESLAT and other NYS tests, as well as general achievement in the students' classroom assessed regularly by classroom teachers. Specific areas of strength and weakness will be identified and ESL instruction will be geared toward addressing areas of need.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Taylor	Principal		9/23/12
Nicole Nelson	Assistant Principal		9/23/12
Kelly BaxterGolding	Parent Coordinator		9/23/12
Anna Moshura	ESL Teacher		9/23/12
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Toi Ferguson	Coach		9/23/12
	Coach		1/1/01
	Guidance Counselor		1/1/01
Sandra Litrico	Network Leader		9/23/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K686** School Name: **Brooklyn School of Inquiry**

Cluster: **IV** Network: **406**

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

Part A: Needs Assessment Findings

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

PS 686 collects information about the parents preferred language of written and oral communication with the school upon enrollment using the HLIS, and informal interview with the families, and if needed, the Parents Preferred Language Form translated into all most common available languages. The information is then entered into ATS and on the students' Emergency Cards by our school secretary. Based on Parent Feedback using the Learning Environment Survey we have found that we need to do written and oral translations whenever there is written correspondence that needs to go home. Periodically, BSI convenes with the SLT which includes parent advocates and parents and we are transparent with our goals and vision and mission of the school.

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

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

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

Part B: Strategies and Activities

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

At the time of Enrollment all families are provided with a translated Bill of Parents Rights and Responsibilities. Appropriate signs about the availability of translation and interpretation services are posted in the school main office, the building security desk, and other public locations throughout the building. Notifications of available translation and interpretation are also made available for parents whenever written documentation is distributed. Our parent coordinator is fully trained and knowledgeable about the use of appropriate DOE translation and interpretation resources.

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

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

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

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

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

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

BSI is aware of an in compliance with Chancellor's Reg A663. We provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. BSI posts in an inconspicuous location a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. BSI school safety plan reflects procedures in ensuring the parents who are in need to language access services are not prevented from reaching the school's administrative office solely due to language barriers.