



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 705 – BROOKLYN ARTS AND SCIENCE ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K705

PRINCIPAL: SANDRA B. SOTO      EMAIL: [SBEAUVO@SCHOOLS.NYC.GOV](mailto:SBEAUVO@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **BUFFIE SIMMONS**

## 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
Sandra B. Soto	*Principal or Designee	On file
Sarah Abodunrin	*UFT Chapter Leader or Designee	On file
Kelly Bare	*PA/PTA President or Designated Co-President	On file
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Nathan Drummitt	Member/Parent	On file
Amanda Frontany	Member/Parent	On file
Brandi Goodman	Member/Parent	On file
Noora Niskanen	Member/Parent	On file
Karen Jones	Member/Teacher	On file
Tracey Scronic	Member/Teacher	On file
Belmarys Sosa	Member/	On file

\*\* 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**

As of June 2013, teachers will improve their effectiveness and impact on student learning as measured by the Danielson Framework for Teaching and Learning. 75% of teachers will be deemed “effective” in competency 3b, Questioning & Discussion techniques, as per the Danielson Framework.

### **Comprehensive needs assessment**

P.S. 705, Brooklyn Arts and Science Elementary School, is an elementary school currently in Year One of operation. The need to build a strong culture around ongoing professional growth among a newly formed staff of teachers, administrators, and related service providers is paramount to student performance. As a brand new school, the goal of improving teacher effectiveness is generated by the need to produce high student achievement and to make academic yearly progress. Teachers will need to develop their practice and understanding of how to engage students, using curriculum, assessment and instructional materials that align to the Common Core Learning Standards. Teachers will also need to view their craft as a continuous cycle of evaluation and improvement.

### **Instructional strategies/activities**

Teacher effectiveness will be improved through the following instructional strategies/activities that will take place between September, 2012 and June, 2013:

- **Self-Assessments:** Teachers will conduct self-assessments as they pertain to lesson delivery in Danielson’s Framework for Teaching, Competency 3b—Using Questioning and Discussion Techniques. The goal is that 75% of teachers will be rated “Effective” in the area of Questioning and Discussion Techniques by June 2013.
- **Classroom Observations:** The Principal will perform a minimum of (2) formal observations and (6) informal observations in order to provide actionable and timely feedback with emphasis on Competency 3b. Actionable feedback will entail specific strategies a teacher should employ in order to better her/his craft. Teachers will also access ARIS Learn and other professional resources for guidance in the area of questioning and discussion techniques.
- **Visual Thinking Strategies:** Teachers will implement the Visual Thinking Strategies Protocol on a weekly basis with their students in order to improve their practice in the area of questioning and discussion techniques.
- **Co-Planning:** Teachers of the same grade level will meet weekly to co-plan, set goals, share instructional strategies, and promote best practices.
- **Peer Inquiry:** Teachers will engage in regular peer inquiry meetings—reviewing and scoring student work using rubrics.
- **Professional Development:** Teachers will have access to monthly professional development opportunities in the school building and/or off-site. Professional Development opportunities will be carefully selected by the Principal, Instructional Coach, and individual teachers based on teachers’ ongoing performance in relation to the Danielson Framework for Teaching.
- **Classroom Inter-Visitations:** Teachers will engage in classroom inter-visitations, twice monthly, to provide peer feedback using Charlotte Danielson’s Framework. This will act as a scaffold in helping teachers attain the goal of an effective rating in Competency 3b.

### **Strategies to increase parental involvement**

Teacher effectiveness will be improved through the following parent involvement activities and initiatives:

- **Parent Workshops:** P.S. 705 will host monthly Parent Workshops to facilitate parents’ understanding of units of study, Common Core Learning Standards, Teacher Effectiveness and impact on learning, student assessments, etc.
- **Online Community:** The PTA has formed a Yahoo Group online at <http://groups.yahoo.com/group/BrooklynArtsPS705/>. This online community is open to all parents/guardians, teachers, and staff of PS 705. The group serves to share school-related information, promote upcoming events, and foster a sense of community.
- **Multiple Forms of Communication:** Parents receive information from P.S. 705 via email, a school messenger system, regular written communication [including newsletters], the Yahoo Online group, and the school website at <http://brooklynartselementary.org/>.
- **Bilingual Communication:** All written communication that is sent home to parents/guardians is provided in both English and Spanish. This will also help to facilitate the Dual Language Program [English/Spanish] that is offered to students.

- **Family Fun Fridays:** Parents are invited to visit their child’s class monthly for Family Fun Friday. Parents take part in class read alouds, share their talents with the students, and experience what their children are learning in specific units of study.

**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**

Teacher effectiveness will be improved through the following coordinated services and programs:

- ARRA Grant monies were used to fund iPads so that each teacher may easily receive and track professional development resources and feedback given by the Principal and Instructional Coach. Videos and resources from ARIS and PD360 are easily viewed, stored, and shared. This tool facilitates the collaboration of teacher teams and learning communities.
- These funds were also used for Professional development around classroom climate and behavior management, prerequisites for effective teaching.
- The Instructional Coach was funded using several named funding streams. She assists teachers in interpreting the framework and applying it to their practice. She conducts workshops, meetings, demos, and coordinates inter-visitations to support teacher learning. Additionally, she facilitates collection and analysis of student data that informs teacher practice.
- Multiple funding sources are used to cover per diem subs so that teachers can participate in half day collaboration sessions every Monday. Supplemental Programs such as Studio-in-a-School and New York Fencing Academy provide enrichment activities to our students during the aforementioned teacher preparation periods. In addition to these weekly sessions, teachers participate in other monthly professional development opportunities.
- A team of teachers is paid through the Teacher Effectiveness Pilot to plan for program implementation and provide appropriate professional development.
- PD360 Web based Professional Development resource.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, teachers will demonstrate progress towards Common Core Learning Standard curriculum alignment by creating and executing a minimum of two Math Common Core Aligned Performance Tasks (CCPT) and two English Language Arts Common Core Aligned Performance Tasks.

### **Comprehensive needs assessment**

In order to comprehensively and fairly assess our students, we feel it is important to generate various samples of student work that will be housed in a portfolio. This portfolio will serve as a supplement to standardized tests, which will remain as the primary summative assessment of a child's success at all grade levels. As such, we have implemented a school-wide requirement of a minimum of two ELA Common Core Performance Tasks (CCPT) and a minimum of two Math CCPTs per year. Upon viewing the results of the initial tasks, we noticed a significant gap, at each grade level, in our student performance when measured against correlating CCLS and goals. This insufficiency in student performance has inspired us to form the goal of creating and executing CCPTs at the end of each unit during the 2012-2013 school year. As a result of this goal, students who have not been previously exposed to the rigor of the Common Core Learning Standards will benefit from increased time for creating meaningful solutions to problems, as well as an opportunity to practice the habit of persevering to solve a problem that may initially appear too challenging or time-consuming.

### **Instructional strategies/activities**

Teachers' ability to create and execute CCPTs will be improved through the following instructional strategies/activities that will take place between September, 2012 and June, 2013:

- Teacher teams use Backward Design to create Common Core aligned units of study that include formative and summative performance tasks.
- Teacher teams use analysis of CCPT data to revise upcoming units of study and instruction in order to address areas of academic need and/or Habits of Mind cultivation, as well as prepare students with the requisite skills for success on the tasks.
- Teacher teams will create and use rubrics to evaluate CCPTs.
- Two Monday planning periods per cycle will be dedicated to defining the CCPT and the associated unit of study.
- One session per cycle is dedicated to the analysis of student CCPT data; revisions to the rubric will be made, as necessary, after looking at student work.
- A full-time instructional coach and per-diem coverage will enable teachers to meet once a week for an extended period of time.

### **Strategies to increase parental involvement**

Teachers' ability to create and execute CCPTs will be improved through the following parent involvement activities and initiatives:

Teachers and administrators hold workshops and discussions with parents and families in order to share strategies for cultivating Habits of Mind *at home*. *This will extend the work in the classrooms*. These habits aim to serve children in areas of perseverance and metacognition, and to promote increased performance on CCPTs. In addition to the above, we will use the following to further increase parental involvement:

- **Parent Workshops:** P.S. 705 will host monthly Parent Workshops to facilitate parents' understanding of units of study, Common Core Learning Standards, Teacher Effectiveness and impact on learning, student assessments, etc.
- **Online Community:** The PTA has formed a Yahoo Group online at <http://groups.yahoo.com/group/BrooklynArtsPS705/>. This online community is open to all parents/guardians, teachers, and staff of PS 705. The group serves to share school-related information, promote upcoming events, and foster a sense of community.

**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**

- ARRA Grant monies were used to fund iPads so that each teacher may easily receive and track professional development resources and feedback given by the Principal and Instructional Coach. Videos and resources from ARIS and PD360 are easily viewed, stored, and shared. This tool facilitates the collaboration of teacher teams and learning communities.
- These funds were also used for Professional development around classroom climate and behavior management, prerequisites for effective teaching.
- The Instructional Coach was funded using several named funding streams. She assists teachers in interpreting the framework and applying it to their practice. She conducts workshops, meetings, demos, and coordinates inter-visitations to support teacher learning. Additionally, she facilitates collection and analysis of student data that informs teacher practice.
- Multiple funding sources are used to cover per diem subs so that teachers can participate in half day collaboration sessions every Monday. Supplemental Programs such as Studio-in-a-School and New York Fencing Academy provide enrichment activities to our students during the aforementioned teacher preparation periods. In addition to these weekly sessions, teachers participate in other monthly professional development opportunities.
- A team of teachers is paid through the Teacher Effectiveness Pilot to plan for program implementation and provide appropriate professional development.
- PD360 Web based Professional Development resource.

### **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**

Raise student academic achievement in Reading. 75% of students will increase their reading level the equivalent of a year or more by June 2013 as measured by Fountas and Pinnell reading levels.

#### **Comprehensive needs assessment**

Approximately 60% of our students are reading at one or more levels below grade-level benchmarks as measured by Fountas and Pinnell reading levels. Our goal of raising student achievement in Reading is twofold, since an increased focus on literacy will most likely result in increased performance in all other subject areas, as there is a basic need for core literacy skills in all subjects.

#### **Instructional strategies/activities**

Students' reading levels will be improved through the following instructional strategies/activities that will take place between September, 2012 and June, 2013:

- Individual reading goals will be set for each student, based on Fountas and Pinnell baseline running record data. Students will be involved in this goal-setting process (as appropriate with age/grade-level) in order to promote self-monitoring and metacognition.
- Weekly reading conferences will be conducted with each student in which they will receive feedback on their reading progress. Feedback will be actionable, containing an explicit strategy that children will employ in order to attain a specific desired skill/behavior.
- 30 minutes of daily independent reading with books at students' appropriate reading levels.
- Guided reading and strategy groups will be implemented in order to develop each student's ability to problem solve while reading, and provide them with an opportunity to work with texts at their instructional level.
- Daily word work instruction will be provided to students, including word attack and word analysis skills.
- Daily read alouds will be used to model fluent reading and effective questioning and comprehension.
- Intensive small group instruction will be conducted for at-risk 2nd and 3rd graders on Tuesdays and Wednesdays after school for a total of 100 minutes.

#### **Strategies to increase parental involvement**

Students' reading levels will be improved through the following parent involvement activities and initiatives:

- Reading logs will be sent home weekly with a section for monitoring reading time and parental involvement as measured by the child's notes on title and time spent reading, and an adult's signature.
- Parent workshops will be offered to empower parents with ways to engage children with books and reading at home.
- A school-wide list of strategies will be developed and made available to parents to use at home when reading with their children.
- Monthly letters will be sent home to address students' chronic tardiness and absences.
- We will offer monthly "Family Fun Fridays" in which parents and guardians are invited to their children's classroom in order to celebrate student learning.

**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**

Students' reading levels will be improved through the following coordinated services and programs:

- Academic Intervention Specialist funded through multiple sources noted above.
- Guided Reading Library to support small group targeted instruction
- Learning through Expanded Arts Program provides hands on math, writing and reading comprehension support in the form of an afterschool program
- Teachers provide tutoring in one to one or micro groups for intensive intervention.
- Iready reading and math intervention program used to provide individualized web-based support to students during the day and after school.
- ESL is provided to students during the day as mandated and in an afterschool format two days a week.
- ARRA Grant monies were used to fund iPads so that each teacher may easily receive and track professional development resources and feedback given by the Principal and Instructional Coach. Videos and resources from ARIS and PD360 are easily viewed, stored, and shared. This tool facilitates the collaboration of teacher teams and learning communities.
- These funds were also used for Professional development around classroom climate and behavior management, prerequisites for effective teaching.
- The Instructional Coach was funded using several named funding streams. She assists teachers in interpreting the framework and applying it to their practice. She conducts workshops, meetings, demos, and coordinates inter-visitations to support teacher learning. Additionally, she facilitates collection and analysis of student data that informs teacher practice.
- Multiple funding sources are used to cover per diem subs so that teachers can participate in half day collaboration sessions every Monday. Supplemental Programs such as Studio-in-a-School and New York Fencing Academy provide enrichment activities to our students during the aforementioned teacher preparation periods. In addition to these weekly sessions, teachers participate in other monthly professional development opportunities.
- A team of teachers is paid through the Teacher Effectiveness Pilot to plan for program implementation and provide appropriate professional development.
- PD360 Web based Professional Development resource.

## 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**

Create a safe and respectful environment for all stakeholders: students, staff, and parents. Our objective for Year Two, via the Learning Environment Survey, is that 75% of our school community will report that they feel safe and respected. We also expect that 85% of classes will have effective management strategies in place, as demonstrated by the number of behavior incidents reported in the Daily Exit Log.

### **Comprehensive needs assessment**

The creation of a safe and respectful environment will provide the necessary foundation essential to long term student success and achievement.. P.S. 705 was opened in response to the needs of the pre-existing school community. Approximately 25% of the students enrolled were students with special needs and another 17% were ELLs. This pre-existing school was also cited on the list of persistently dangerous schools. Thus, it was important that this traditionally under-served population of students felt heard and welcomed at our new school, and that their needs were being adequately addressed, something that was not achieved in former years. Our overarching objective is to offer an emotionally and physically safe environment so that all students can focus on their learning goals.

### **Instructional strategies/activities**

The environment will be improved through the following instructional strategies/activities that will take place between September, 2012 and June, 2013:

- All group meetings begin with the Connections Protocol, which entails beginning group gatherings with an open and uninterrupted forum to share thoughts for the day. This protocol is designed to help students and staff exercise the right to use their voice and to be heard; it also provides an opportunity to practice empathetic listening.
- Habits of Mind are embedded in the school curriculum as means of addressing character traits that affect behavior and scholarship. The Instructional Coach will deliver HOM PD to the staff and work with teachers to help insure implementation of HOMs in daily classroom lessons.
- We will implement the Response to Intervention plan for behavior. (With School Based Support Staff [SBST] providing mandated services and a full-time social worker funded by ARRA to support at-risk students.)
- The SBST, led by the school Social Worker, will offer parent workshops to address the social and emotional needs of the children and their families.
- OORS reports are reviewed and analyzed at school safety meetings for patterns and trends.

### **Strategies to increase parental involvement**

The environment will be improved through the following parent involvement activities and initiatives:

- **Parent Workshops:** P.S. 705 will host monthly Parent Workshops to facilitate parents' understanding of units of study, Common Core Learning Standards, Teacher Effectiveness and impact on learning, student assessments, etc.
- **Online Community:** The PTA has formed a Yahoo Group online at <http://groups.yahoo.com/group/BrooklynArtsPS705/>. This online community is open to all parents/guardians, teachers, and staff of PS 705. The group serves to share school-related information, promote upcoming events, and foster a sense of community.
- **Class Parent:** The PTA will support a class parent network that relays information to the PTA regarding what the class is studying and experiencing from week to week. This information will also be included in the PTA Newsletter and on the Yahoo Group site.
- **Progress Reports:** In addition to report cards, parents will receive periodic progress reports that focus on specific Habits of Mind and provide qualitative teacher remarks regarding students' performance.
- **Multiple Forms of Communication:** Parents receive information from P.S. 705 via email, a school messenger system, regular written communication [including newsletters], the Yahoo Online group, and the school website at <http://brooklynartselementary.org/>.
- **Bilingual Communication:** All written communication that is sent home to parents/guardians is provided in both English and Spanish. This will also help to facilitate the Dual Language Program [English/Spanish] that is offered to students.
- **Family Fun Fridays:** Parents are invited to visit their child's class monthly for Family Fun Friday. Parents take part in class read alouds, share their talents

with the students, and experience what their children are learning in specific units of study.

- **Open House/School Tours:** Prospective P.S. 705 parents are invited to attend monthly Open House Events/School Tours promoting the programs and opportunities at Brooklyn Arts and Science.

#### **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**

The environment will be improved through the following coordinated services and programs:

- Title I funds are used to support parent involvement through various forms of written communication home. Monies are used to cover the cost of paper, ink, and translation.
- Cost of consultants and per session for parent workshops.
- Full time social worker to address social and emotional needs of students and families. Meets one on one and in small groups to provide counseling to students and information for families. Provides community based resources as needed. Conducts workshops that promote healthy family interaction and child development.

### **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:
  - a) 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	<ol style="list-style-type: none"> <li>1. Foundations – Phonics Intervention Program</li> <li>2. Leveled Strategy Groups – Small groups based on need or skill or strategy</li> <li>3. I-Ready – Online reading intervention program</li> <li>4. LEAP – Learning through Arts Expanded Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Class/Small Group/One-on-One</li> <li>2. Small Group</li> <li>3. Small Group/Individual</li> <li>4. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. During the school day</li> <li>3. After school</li> <li>4. After school</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>1. I-Ready – Online reading intervention program</li> <li>2. LEAP – Learning through Arts Expanded Program</li> </ol>	<ol style="list-style-type: none"> <li>1. One-on-One</li> <li>2. Whole Class</li> </ol>	<ol style="list-style-type: none"> <li>1. After school/During the school day</li> <li>2. During the school day</li> </ol>
Science	<ol style="list-style-type: none"> <li>1. Leveled Strategy Groups – Small groups based on need or skill or strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> </ol>

Social Studies	1. Leveled Strategy Groups – Small groups based on need or skill or strategy	1. Small Group	1. During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Socialization Group 2. Anger Management Group 3. Role Play 4. Students Self-evaluate Choices	1. Small Group 2. One-on-One	1. During the school day, conducted by intern team

## 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.

### **Recruitment**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with our CFN -401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors will continue to be assigned to support new and struggling teachers.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers.
- Teachers will only be programmed based on their area of expertise and licensing.
- We will reach out to our CFN-401 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

### **Retention, Assignments and Supports**

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- Weekly Grade Meetings that provide teacher support through common core aligned curriculum planning, goal setting for teachers and students, shared assessment and the analysis of data...
- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.
- Participate in Teacher Effectiveness Program (TEP) to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.
- Inquiry-Based Structured Professional Collaborations that will strengthen teacher instructional capacity resulting in school-wide instructional coherence and increased student achievement for all learners.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

**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.

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**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:

- send a Title 1 Parent Involvement Survey home to all students, asking parents to share what types of information they would like to receive in the form of workshops. The information will inform possible workshop ideas, which are listed below.
- 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 (see below) 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. We will provide workshops that directly support parents' abilities to support student achievement
- when our student enrollment reaches 200 we will use the allocated funds to obtain a Parent Coordinator to serve as a liaison between the school and families. In the meantime, we will have a Community Associate who serves in the capacity of a Parent Coordinator. The Community Associate will coordinate all aspects of parental involvement in the school as a means of ensuring that our school environment is welcoming and inviting to all parents. The Community Associate will also maintain a log of events and activities planned for parents;
- conduct parent workshops with topics that may include: social-emotional topics (i.e. love language, building self-esteem), parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and resources to build parents' capacity to help their children at home; various staff members also serve as facilitators to conduct these workshops;
- provide opportunities for parents to help them understand the Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 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:**

- hosting educational family events/activities during Parent-Teacher Conferences, PTA meetings and other parent involvement events 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, such as “Family Fun Friday,” “Curriculum Night,” art presentations and festival
- 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 quarterly school newsletter and website designed to keep parents informed about school activities.

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

P.S. 705, 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:*

- identifying each student’s social/academic needs
- ensuring that educational content is rigorous and engaging
- persisting in finding solutions to our students’ learning challenges
- providing a learning environment that allows for student collaboration and active participation
- supplementing a sound standards –based academic curriculum with an expansive arts enrichment program
- 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 1<sup>st</sup> 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;
- 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.

## Title 1 Workshops for Parents

### Workshop #1

**Topic:** “Understanding your Child’s School Curriculum and Fostering Communication at Home” (Bilingual)

**Description:** This workshop will introduce Spanish-Speaking parents to their child’s school curriculum. This will allow parents to learn about strategies to help their child at home.

**Time:** TBD

**Day:** TBD

**Instructor:** Tracey Scronic

**Cost:** Food and Supplies (notepads and pen/pencils)

### Workshop #2

**Topic:** “Understanding Special Education and Your Child’s IEP” Become your child’s best advocate!

**Description:** Instructor will learn and discuss their rights and responsibilities as parents of students with special needs, and how to interpret their children’s Individualized Education Plan (IEP).

**Time:** TBD

**Day:** TBD

**Instructor:** Ms. Green and Ms. Steinberg

**Cost:** Food and 1 Hour for Instructor

### Workshop#3

**Topic:** “Fostering and Developing Positive Behavior”

**Description:** Parents will learn strategies to help build positive behavior inside and outside of the classroom.

Instructor will demonstrate strategies that promote positive behavior in school and at home. **Interactive Workshops**

**Time:** TBD

**Date:** TBD

**Instructor:** Tessa Garnes

**Cost:** Food and Supplies for Workshop (optional)

### Workshop #4

**Topic:** “Helping your Child Prepare for the ELA and Math Exams”

**Description:** Parents will learn about different test-taking strategies they can share with their children to improve test results.

**Instructor:** TBD

**Date:** TBD

**Time:** Tracey Scronic

**Cost:** Supplies (Workbooks and Pen/Pencils)

**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 <b>Roxan Marks</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>705</b>
School Name <b>Brooklyn Arts and Science Elementary</b>			

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

Principal <b>Sandra B. Soto</b>	Assistant Principal <b>n/a</b>
Coach <b>Tracey L. Scronic</b>	Coach <b>n/a</b>
ESL Teacher <b>Jonelle Benjamin</b>	Guidance Counselor <b>n/a</b>
Teacher/Subject Area <b>Samantha Keene/Dual Language</b>	Parent <b>n/a</b>
Teacher/Subject Area <b>n/a</b>	Parent Coordinator <b>n/a</b>
Related Service Provider <b>n/a</b>	Other <b>n/a</b>
Network Leader <b>n/a</b>	Other <b>n/a</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>182</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>9.89%</b>
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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](#)

Paste response to questions 1-6 here

1. P.S .705 implements an initial identification process to guarantee that all potential ELL students are accurately identified and timely placed. The principal, ESL and Dual Language Teachers, the ELA and Math coach, and the Pupil Accounting Secretary ensure that the appropriate screening processes occurs. Upon registration, parents and children are administered the Home Language Identification Survey (HLIS) by a pedagogue who has been trained on the process of the HLIS administration. The certified ESL teachers administer the survey. In the event that they are not available, another trained pedagogue administers the survey. In the case where translation is necessary, the dual language teachers and the school's coach provide Spanish translation. The school also enlists the services from the NYCDOE Translation and Interpretation Unit if we do not have anyone on staff who speaks the Native Language or if a translator is not available on site.

The HLIS form is given, when possible, in the native language. The trained pedagogues also conduct informal oral interviews with children to determine their dominant language before determining their eligibility for LAB-R testing. The HLIS form must display answers in the 1/2 formula - meaning one question is marked 'other' from questions 1-4, and for questions 5-8, 2 questions are marked 'other' in order for a student to be considered eligible for LAB-R testing. A student may also be eligible for LAB-R testing if, through an informal interview with the child, the Certified ESL Teacher or trained pedagogue considers the child to be Limited English Proficient (LEP).

After assessing the home language through a combination of interviews (formal and informal) and parent responses to the survey, the trained pedagogue enters an OTELE code on the HLIS which determines the student's home language. Eligible students are cross referenced with the ATS report RLER, which lists all students eligible for LAB-R and NYSESLAT Testing.

Once LAB-R eligibility has been established, the LAB-R is then administered to those students who meet eligibility criteria. Form B of the LAB-R, is administered to each child individually, according to grade level, within ten (10) days of admission, by a trained pedagogue. Should any Hispanic student become entitled for the LAB-R, the student must receive the Spanish LAB as well. Upon completion of LAB-R testing, students are placed according to the Department of Education's LAB-R cut-scores into an appropriate ESL level and immediately begin receiving ESL services. LAB-R and Spanish LAB handcores are kept on file with the ESL teachers,

as well as copies of the LAB-R scan sheets. The LAB-R and Spanish LAB scan sheets are packaged by the testing coordinator, and delivered at the appropriate drop-off date to the borough's assigned Assessment Office.

Once students are determined as eligible for ESL services, a letter of eligibility is sent which includes an invitation to ELL Parent Orientation within 10 days of student admission to the school. Upon completion of the parent orientation, the parent's choice will be entered in the ELPC screen. Parents of students who have already been determined as English Language Learners and have not achieved proficiency in the previous school year receive a Continued Entitlement Letter which explains their students will continue receiving ESL services.

Parents of students who receive the LAB-R and score above the advanced-level cut-scores for ELL determination receive a non-entitlement letter which informs parents that their students took the LAB-R, yet passed and are not eligible for ESL services.

For students who have been determined as eligible for ESL services and for students who did not achieve English proficiency in the previous year, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually. Students who are eligible for NYSESLAT testing are determined using the ATS report RLER, which lists all students eligible in the school to take the LAB-R and NYSESLAT.

2. After students are determined as eligible for ESL services through LAB-R testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. The personnel involved in Parent Orientation sessions for ELLs include the school's Parent Coordinator; the Certified ESL Teacher and Dual Language teachers; the ELA and Math Coach; on-site translators for Spanish Speakers; and we enlist services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site.

First, parents receive an Entitlement Letter which lists their child's score on the LAB-R, how the score determines eligibility, and includes an invitation to an ELL Parent Orientation at the school and direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information. The Entitlement letter is sent as soon as a student is determined as eligible for ELL services, and the letter includes a Parent Survey and Program Selection Form as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school.

Parents who attend the Parent Orientation receive a program brochure at the start of orientation (in the native language when available). Parents then view the NYC Department of Education's Orientation Video for Parents of English Language Learners. The video informs parents of the three choices available to them within the NYC Public school system (Dual Language, Transitional Bilingual, and Freestanding ESL Programs). After viewing the video, a question-and-answer session is held between the ESL teachers and the parents, during which parents are able to ask questions about the information presented to them in the video and the best options for their children are re-iterated by the ESL teacher (Dual-Language Programs being the best option, Transitional Bilingual Programs being the next-best option, and Free-Standing ESL programs being the third best option as per research on ELL programs.)

Parents then use the information provided in the Orientation and fill out a Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL Program.

3. Parents receive Entitlement letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the LAB-R and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them and parents also receive letters by certified mail. Parents have until the date of Orientation to return the letters to the ESL teachers. Direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information is included in the letters.

Entitlement letters also include a Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions. The letter asks parents to return the Parent Survey and Program Selection Form by the date of Orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an Orientation session.

In the case that parents do not respond to the second Entitlement Letter, a telephone call is made to parents, during which the program choices and placement procedures are discussed and parents can choose their desired program for their children.

At the time that all of the aforementioned steps have been taken and parents are still unresponsive to outreach, students are placed into the best program available at the school, which is a Freestanding ESL Program. At the time of placement, a Placement Letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement Letters include contact information for the ESL teachers as well as general contact information for the school.

4. As per CR Part 154, the default program for ELL students is Transitional Bilingual Education, not Freestanding ESL. A freestanding ESL program is implemented in those school buildings within the LEA with an enrollment of fewer than 20 pupils of the same grade level with the same or different native language which is other than English. Since the school does not have a TBE program, students are placed in the best available program, which is Freestanding ESL. P.S. 705 has a Spanish dual language program for kindergarten and first grade. Spanish speaking Kindergarten and first grade Spanish speaking ELLs are placed in this program. Since there are no dual language classes for grades 2 and 3, parents of ELLs who choose Dual Language as their first choice are provided with information regarding schools that offer the program of choice. If parents decide to choose the program available at the school, a Placement letter is sent home to parents describing their child's placement into the school's ESL Program. Parents are not given the option to withdraw their children from the ESL program as per CR Part 154.

5. As P.S. 705 is a new school commencing in September 2012, the data available to determine trends from the Parent Survey and Selection forms is limited. But based on the information collected this year, there were 7 ELLs in Kindergarten. All parents chose the Dual Language program as their first choice. There were no Newcomers for first and second grade. There were two Newcomers for grade three. Both parents chose ESL as their first choice.

6. P.S. 705's program models are aligned with parents' choices. The school offers a Kindergarten and First grade Spanish dual language program, which was opted into by all the parents of the newly admitted ELLs. P.S. 705 also has a Freestanding ESL Program through which the remaining ELLs are serviced.

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1	0	0										2
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0											0
Push-In				3										3
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>5</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	8		3								8
ESL	9		4	1							10
<b>Total</b>	<b>17</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

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

**C. Home Language Breakdown and ELL Programs**

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	7	1	1																8	1
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>1</b>														

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

Hispanic/Latino: 14

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			2	4										6
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic		1		1										2
Haitian			1											1
French														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>10</b>								

## 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?

Paste response to questions 1-7 here

1. P.S. 705's Dual Language Kindergarten and first grade classes are organized in the 50-50 instructional model. On Mondays and Wednesdays, instruction is delivered in Spanish. On Tuesdays and Thursdays, instruction is delivered in English. Native language instruction is provided one period each day. The Freestanding ESL program uses a combination of push-in and pull-out instruction. These models are determined according to the student population needs. As research indicates that the push-in model is the most effective, this model is utilized where possible. The ESL teacher provides push-in services to the 3rd grade class three periods every Tuesday. P.S. 705 uses a combination of heterogeneous and homogeneous program models for the formation of push-in and pull-out groups. Some groups are organized according to proficiency levels and some groups contain mixed proficiency levels. Also, some small instructional groups are made of of students from two contiguous grades.

2. P.S. 705 has two Dual Language classes, Kindergarten and First grade. To ensure that all students receive the mandated amount of instructional minutes, the school uses the 50/50 instructional approach. On Mondays and Wednesdays, instruction is delivered in English.

## A. Programming and Scheduling Information

On Tuesdays and Thursdays, instruction is delivered in Spanish. Dual language teachers use ESL methodologies to instruct the ELLs. One period each day is designated to native language instruction. Dual language teachers are able to service the Beginner and Intermediate ELLs for the required 360 minutes/week. They are also able to service the Advanced ELLs for the required 180 minutes/ week.

P.S. 705 has one ESL teacher who services students in its Freestanding ESL program. The ESL teacher also services ELLs in another school; working with P.S 705's ELLs on Tuesdays and Thursdays. P.S. 705 has 50 minute periods and through a combination of the push-in and pull-out models, is able to service the Beginner and Intermediate ELLS for the mandated 360 minutes / week. Currently, there are no Advanced ELLs in the Freestanding program model.

3. For the Freestanding ESL program model, content and standards-based curriculum is delivered in grades 1-3. P.S. 705 uses a pacing calendar, aligned with the Common Core Standards, to guide teachers along the path toward achievement. The ESL teacher receives a copy of the curriculum maps and uses these materials to tailor their instruction and support students' content acquisition. The ESL teacher also collaborates with classroom teachers enabling instruction to be delivered in the areas of Math, Science, Social Studies as well as ELA. P.S. 705 uses an inquiry based approach to learning.

In P.S. 705's Dual Language and Freestanding ESL programs, standard based curriculum and content are delivered across the grades. P.S. 705 ascribes to learning through inquiry, employing the use of Math in Focus and Full Option Science System (FOSS) for instruction in math and science. A balanced literacy approach is used to instruct students in Social Studies and Literacy.

Additionally, P.S. 705 incorporates content instruction in its music and art programs. Field trips are organized to support the content instruction.

The ESL and Dual Language teachers use a variety of strategies to deliver content that is comprehensible. Strategies include building schema, scaffolding content with text modification, pictures, videos, audio components, and technology.

Strategies employed by both programs that help make content comprehensible to ELL students include building schema and background knowledge to support new content knowledge and scaffolding content learning with pictures, videos, audio components, and technology.

4.a. P.S. 705 has a plan of action in place in the event of Students with Interrupted Formal Education (SIFE) becoming a part of our school. Students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to their proficiency level.

Additional ESL minutes may or may not be implemented, which will be at the discretion of the school and according to the needs of the SIFE student. Content standards and curriculum will be adapted to meet the challenges of SIFE students.

Since SIFE students may come to school with emotional strain (i.e. as refugees, or without many of the necessary early skills such as reading or writing which can cause frustration in students) our School Based Support team (SBST) is prepared to be a part of any specific counseling that may be necessary. We also have a number of bilingual staff members at our school who have agreed to be a part of the supportive team for SIFE students (in the case that they speak the same language). SIFE students will also be paired with another student (the "buddy system"). Buddy system students will be paired from same NL groups when possible.

b. Newcomer ELLs are serviced as part of both heterogeneous and homogeneous groups. Newcomer students may be in small groups with children from other grades until they have learned some speaking skills and can transition into the grade-level ESL group. Newcomer students will work intensively on listening and speaking upon arrival into the school system in order to build a strong base of "survival English". The ESL and Dual language teachers informally assess the students literacy levels in the NL in order to build upon any skills Newcomer students may transfer from their NL.

There is also support for Newcomers in grade 3 who are expected to take the ELA exam after one year in the U.S. Support includes exposure to the format and nature of the ELA exams, attendance in the LEAP afterschool program, and building of literacy skills during content instruction.

c. Students who are receiving 4-6 years of ESL services are supported via small-group instruction in a push-in/pull-out capacity. Students who have been receiving 4-6 years of ESL services are supported using individualized instruction tailored to the students' weakest modalities. ESL teachers integrate specific ESL strategies into push-in and pull-out lessons, and offer reinforcement and education to the classroom teacher on how to best serve struggling ELL students.

d. Currently, there are no long-term ELLs receiving services at PS. 705. In the event that there are long-term ELLs, P.S. 705 plans to use individualized instruction tailored to the students' weakest modalities. Along with the students who are receiving 4-6 years of service, all long-term ELL students will be invited to participate in supplemental programs.

## A. Programming and Scheduling Information

6. ELLs with special needs are supported via close communication with the IEP teachers, one-one paraprofessionals, guidance counselor, school psychologist, and the school social worker. Together with the ESL teacher, students' instructional plans are discussed, reviewed, and revised when necessary. Instruction may be revised as needed for the student and instruction is differentiated in alignment with the goals and objectives reflected on the students' IEP. Special Needs ELLs receive small-group instruction with ELL students at the same level of English language acquisition, with use of methods, materials, and strategies that work to help all ELL students achieve communicative competence. When necessary, materials and methods may be adjusted to meet the specific needs of Special Needs ELLs.

7. P.S. 705 currently has ELL-SWDs in self-contained and Collaborative Team Teaching (CTT) classrooms. ELL-SWDs in the self-contained classes are serviced by the ESL teacher in a heterogeneous group. ELL-SWDs in the CTT classes are pulled into a general education population for 3 periods/week for ESL instruction.

### 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:				

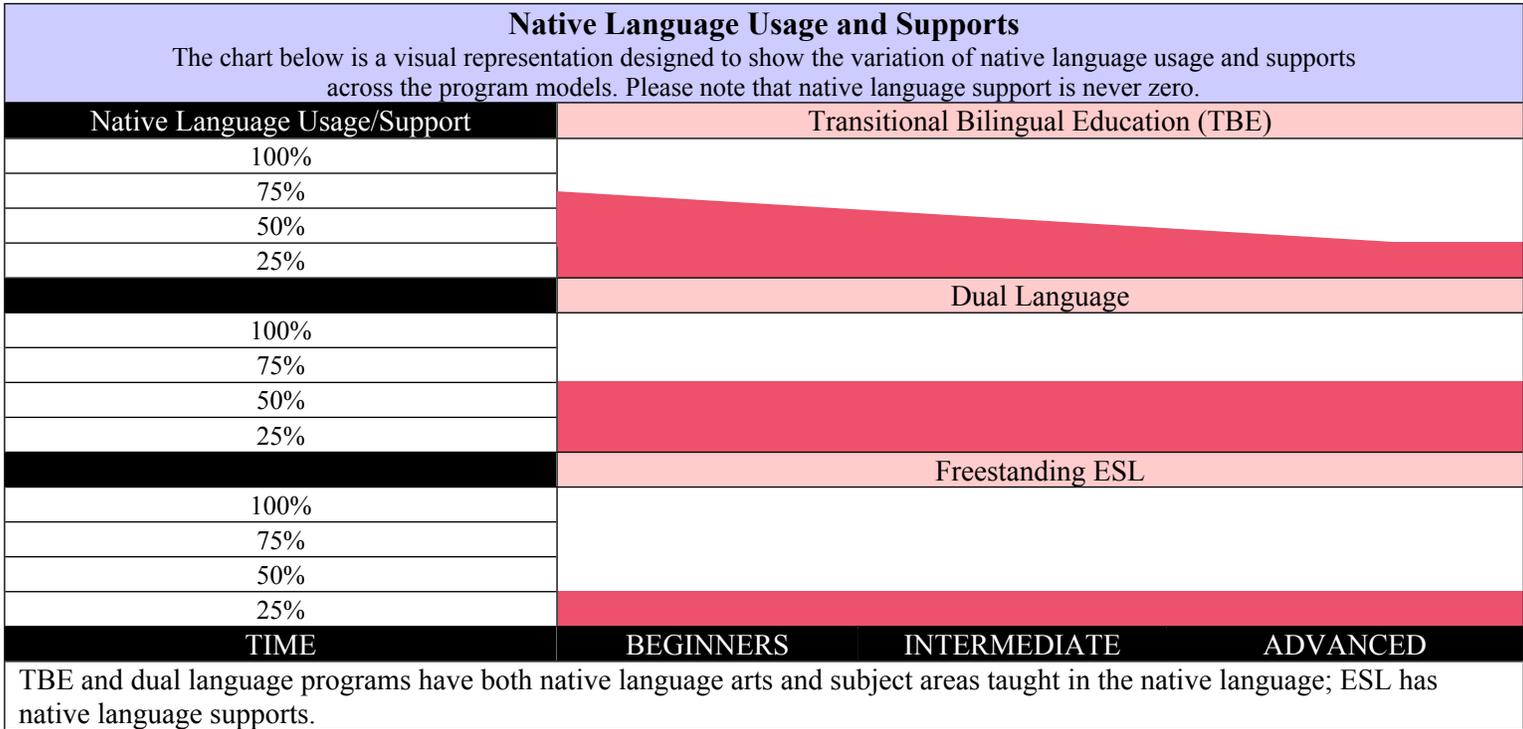
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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?

Paste response to questions 8-17 here

8. For the Kindergarten and First grade Dual Language ELLs and the Beginner ELLs in the Freestanding ESL program, literacy occurs via emergent literacy instruction in both English and Spanish. Additionally, intervention is provided during the school's Extended Day program. P.S. 705 has contracted with LEAP to provide support for Math and ELA through its arts workshops. LEAP's programs are aligned with the Common Core State Standards. P.S. 705 is also planning for an after school program in which small group instruction will occur. This program is geared towards 3rd grade students who will be taking NYSESLAT and Math assessments. Teachers will also use the iReady and Acuity for support.

9. ELL students who have reached proficiency on the NYSESLAT and no longer require ESL services will receive transitional services and support for two years after reaching proficiency. These students will receive one period (50 minutes) a week of ESL services as a transitional support. ELLs who have reached proficiency and are in grade 3 and upward are also entitled to receive testing modifications for two years after reaching proficiency in English.

10. Currently, P.S. 705 is excited to partner with Learning through an Expanded Arts Program (LEAP) and is looking forward to expand the support they offer. P.S. 705 is also looking at various Community Based Organizations (CBOs) and assessing the ways in which they will benefit the needs of the students.

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

12. Extracurricular activities at P.S. 705 include LEAP and school-based afterschool programs. All programs are offered to all ELLs.

13. P.S. 705 uses the inquiry based approach for instruction. Math in Focus is used for math instruction and Full Option Science System (FOSS) is used for science instruction. For social studies and literacy instruction, teachers create units based on the NYDCOE scope and sequence and develop their own materials for instructing students. The ESL teacher collaborates with the classroom teachers and uses ESL methodologies to create materials to enhance students comprehension of the content provided by the classroom teachers.

14. For P.S. 705's Dual Language program, instruction is provided one period/day, 5 days/ week. Additionally, in both the Dual Language and the Freestanding ESL programs, native language is supported through the use of classroom libraries. ELLs in the 3rd grade are provided with bilingual glossaries for Math, Science, and Social Studies.

15. The Dual Language and ESL teachers create heterogeneously mixed groups in an age and level-appropriate manner. For example, Beginner/Intermediate groups in the Freestanding ESL program may include students from different grades; however, those grades only span 3 contiguous grade levels at most. The Dual Language and ESL teachers are careful to use grade-appropriate resources and texts.

16. P.S. 705 ensures that newly enrolled ELL students and their families are prepared for the upcoming school year upon registration. Parents receive information about bussing, a school supply list, and information about the school. Parents are offered a tour of the school, and participate in a meeting with the principal. The principal interviews parents and their child(ren) becoming acquainted with the needs of each family.

17. Currently, there are no language electives offered to ELLs.

### **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

ELL and EP instruction at P.S. 705 is delivered through the Kinderdarden and First Grade Dual Language Programs. The Dual Language Program at P.S. 705 uses the 50/50 model for instruction, with Mondays, Wednesdays, and Fridays for English instruction and Tuesdays and Thursdays for Spanish instruction. Students receive integrated instruction in all content areas except for one period each day. During this period, students are separated for native language instruction. Other pedagogues push into the classes to assist in the provision of the native language instruction. Additionally, for the most part, emergent literacy is taught simultaneously.

### **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.

Paste response to questions 1-3 here

1. Professional development is provided by P.S. 705's Dual Language Coordinator. Professional development sessions are to be held during faculty meetings, grade planing meetings, and professional development days. Teachers of ELLs are also afforded the opportunity to attend out of building workshops .
2. As P.S. 705 is a new school servicing students from Pre-K to Grade 3, we do not have students who will need assistance in transitioning from elementary school to middle school.
3. As per Jose P. all staff is or will be provided with ELL training during faculty conferences, grade planing meetings, and professional development days. Training will also be provided by the schools' CFN.

## 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?

Paste response to questions 1-4 here

P.S. 705 has a rich parent volunteer program. All parents, including parents of ELLs are invited to volunteer. Many parents are currently volunteering in the Kindergarten Dual Language classes. P.S. 705 instituted Family Fun Fridays. One Friday a month, parents are invited to visit their child's classroom to interact with them in their learning environment. Parents are able to actively participate in their child's learning. Additionally, parents are involved in the PTA and they run the school's bookstore.

Currently, P.s. 705 does not partner with any Community Based Organizations (CBOs). The school is making plans to partner with 100 Book Challenge. This is an organization that works with parents, showing them how to become their child's literacy coach at home. Also this program offers materials in both English and Spanish.

P.S 705 assess the needs of parents in various ways. The principal, Ms. Soto has created a tradition of personally interviewing each family that registers a child/ children in the school. During this meeting, she informally finds out the needs of the parents. Additionally, a Title I survey was given to all of the parents, asking them to identify the types of workshops they would like to attend. The majority of parents are interested in workshops addressing the Common Core State Standards. They are also interested in other workshops that will provide them with tips on being better equipped to help their child/children academically. The resulting workshops and the aforementioned activities do provide parents with skills they can use to facilitate their children's learning.

## 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	3	3	3										12
Intermediate(I)				2										2
Advanced (A)	4													4
Total	7	3	3	5	0	0	0	0	0	0	0	0	0	18

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>				2									
	<b>A</b>													
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
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	1								1
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Paste response to questions 1-6 here

- 1.
2. The following is a list of NYSESLAT data patterns across proficiency levels:  
 Kindergarden (LAB-R): 4 Advanced, 4 Beginners  
 Grade 1 (LAB-R): 1 Beginner  
 Grade 1(NYSESLAT): 2 Beginners (both students are Beginners in READ/WRIT; one student is Advanced and one student is Intermediate in LIST/SPKG.  
 Grade 2 (NYSESLAT): 3 Beginners (All students are Beginners in READ/WRIT; one student is Proficient , one students is Intermediate, and one student is a Beginner in LIST/SPKG. These students are ELL-SWDs.  
 Grade 3( LAB-R): 2 Beginners  
 Grade 3 (NYSESLAT): 2 Intermediate (Both students are Proficient in LSIT/SPKG , but Intermediate in READ/WRIT).  
 1 Student is a Beginner Student ( Proficient in LIST/SPKG, but Beginner in READ/WRIT). This student student is also an ELL-SWD.  
 The data shows that all students are Beginners in the reading and writing modalities. Many students achieved proficieny in the listening and speaking modalities.
3. The pattern reveals that all students need intervention in the reading and writing modalities. This information is shared with the classroom teachers. Both the ESL and classroom teachers create standard-based instruction that will strengthen the students in these areas of deficiency, enabling them to achieve proficiency.
4. Although this is P.S. 705's first year, there is one 3rd grade ELL who repeated the grade. She scored a Level 1 on both the ELA and the Math.
- 5.
- 6.

### 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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **17K705** School Name: **Brooklyn Arts and Science Elementar**

Cluster: **4** Network: **401**

**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.

P.S 705 determines translation needs through information provided by the Home Language Identification Survey (HLIS), emergency cards, and ATS data. Additionally, the principal interviews each new family that registers. Through these interviews, translation and interpretation needs are also identified.

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

The data reveals that the majority of parents who request these services are Spanish speakers. There are also parents of other language groups such as Arabic, Bengali, and Haitian Creole who request these services. Those who are responsible for distributing correspondences are reminded to prepare translated materials in the languages requested.

## Part B: Strategies and Activities

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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.

P.S. 705 employs the use of both the DOE's Translation and Interpretation Unit and in-house translators for written translations. P.S. 705 has a number of staff who translate documents in Spanish. For those parents who speak Arabic, Bengali, and Haitian Creole, P.S. 705 uses the online translation services and the services provided by the DOE to meet the translation needs of the parents.

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.

For oral interpretation, P.S. 705 again utilizes both the DOE's Translation and Interpretation Unit and in-house interpreters to assist parents. For events such as parent- teacher conferences, parent orientations, IEP meetings, and workshops, in- house staff are used to orally interpret for Spanish speaking parents. For the parents who speak Arabic, Bengali, and Haitian Creole, P.S. 705 requests interpreters from the DOE's Translation and Interpretation 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>.

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services through the use of in-house translation and interpretation services. We will also use services provided by the DOE's Translation and Interpretation Unit. Correspondences such as parent notifications and flyers will be sent out in as many languages for which translation is available.