



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE BROOKLYN SCHOOL FOR GLOBAL SCHOLARS

20K748

PRINCIPAL: URSULA ANNIO

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SUPERINTENDENT: KARINA CONSTANTINO

## 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
Ursula Annio	*Principal or Designee	
Michael Anajovich	*UFT Chapter Leader or Designee	
MaryAnn Gallina	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Jennifer Guido	Member/ UFT	
Rosemarie Divirgilio	Member/ UFT	
Allison Polito	Member/ UFT	
Jennifer Ardizzone	Member/ UFT	
Gianna Dixon	Member/ Parent	
Gloria Tooma	Member/ Parent	
Aikido Sticatto	Member/ Parent	
Jessica Halpert	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- By June 2013, teachers will demonstrate progress toward questioning and discussion techniques using the Danielson Framework focusing on Domain 3: Instruction – Competency 3b: Using Questioning and Discussion Techniques in order to maximize student progress.

### **Comprehensive needs assessment**

- Based on Peer Quality Review findings, principal observations and the Chancellor's Instructional Expectations for the 2012-2013 school year, teachers need to develop questioning and discussion techniques to deepen student understanding to meet the needs of all students.
- In order to accommodate our Gifted and Talented, General Education, Special Education and ELL populations, we need to develop teacher questioning and discussion techniques through the DOK to differentiate and scaffold for our particular sub-groups and to increase the rigor and promote higher order thinking skills to meet the educational needs of all students.

### **Instructional strategies/activities**

- The principal introduced the Chancellor's Instructional Expectations for the 2012-2013 school year and Danielson's framework for improving teacher effectiveness.
- During the Election Day professional development, all teachers used the Danielson rubric focusing on Domain 3: Instruction-Competency 3b: Using Questioning and Discussion Techniques to assess their teaching practice and set professional goals in consultation with the principal.
- A year-long professional development plan was created, revisited and revised to ensure professional development was provided to meet the needs of all teachers, including ESL and Special Education teachers and providers.
- Grade conferences, faculty conferences, weekly staff meetings, and grade level common planning time are used to conduct professional development by the staff developer, data team and network affiliates.
- Inter-visitations, self and peer assessments, informal and formal observations and student learning outcomes are analyzed to measure the success of meeting this goal and its impact on student learning.
- Curriculum maps will be revised by our Data Team to include key questions developed through the DOK for each unit which are differentiated and scaffolded to meet the needs of our Gifted and Talented, General Education, ELL and Special Needs populations that promote critical thinking by applying and relating their knowledge to the real world thereby cultivating college and career readiness as global citizens.

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

- Our Parent Academy is held monthly for parents to attend workshops on topics aligned to our school-wide goals. These workshops alternate monthly between morning and evening meetings to accommodate parent work schedules.
- Parents will receive an overview of the curriculum maps for each subject area.
- Grade-level newsletters are sent home weekly to inform parents of topics being covered, as well as how they can support their child in reaching the CCLS.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Fair Student Funding, ARRA(Citywide Instructional Expectations)

**Service and program coordination**

- To achieve this goal, Tax Levy money will be used to purchase instructional materials and supplies such as trade books and professional books, as well as equipment such as laptops for classroom and teacher use to support our work in facilitating our students in meeting the Common Core Learning Standards. Tax Levy money is also used to hire per diem substitute teachers to provide coverage for classroom teachers to attend professional development sessions on deepening their questioning and discussion techniques to meet the needs of all children on the grade. Fair Student Funding money is used to provide the salary for a staff developer. In addition, ARRA (Citywide Instructional Expectations) funds provide per session to the Data Team for before and after-school meetings.

## **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 create updated curriculum maps assessed through integrated performance tasks, focusing on small group instruction with differentiation included for our sub-groups including our English Language Learners and Special Needs populations in order to maximize student learning.

### **Comprehensive needs assessment**

- Based on Peer Quality Review findings, principal observations and the Chancellor's Instructional Expectations for the 2012-2013 school year, teachers need to develop a plan to include small group instruction in all subject areas to meet the needs of our growing Gifted and Talented, ELL and Special Needs populations.
- Results of the Teachers College Reading and Writing assessment will demonstrate the various needs of our students and will serve as a tool for flexible grouping throughout the year.
- Formal observations and feedback notes from informal assessments demonstrate a need for small group instruction based on the diversity of learners in each class.

### **Instructional strategies/activities**

- To move students to their independent goals, teachers will receive a series of professional development workshops on small group instruction, implementation, record keeping and assessment from September - December.
- The principal and the PPT tracks students' progress through examining checklists (writing and math), at the end of units to benchmark mastery and uses Monitoring for Results template to track student progress in reading.
- Small group reading strategy planning sheets and conference notes will be utilized and maintained for individual students and benchmarks for achieving goals will be documented and dated.
- Teacher created checklists for each unit in math and writing will be utilized to determine mastery of a skill within each unit and aide in developing strategy groups.
- The ESL teacher and the Special Needs teachers participate in grade level and data inquiry meetings based on the grade level of the students they service to plan modifications for their students in meeting the CCLS.
- The Data/Instructional Team analyzes results throughout the year to determine school wide instructional needs.
- Students who are not meeting benchmark goals are being serviced through our tiered Response to Intervention program.
- Small group instruction will be revisited in April to determine the additional needs of students and teachers in meeting this goal.

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

- Our Parent Academy is held monthly for parents to attend workshops on topics aligned to our school-wide goals. These workshops alternate monthly between morning and evening meetings to accommodate parent work schedules.
- Goal Booklets are sent home in October, December, February, April and June to communicate to parents the literacy and mathematics goals of their child.
- Parents will receive an overview of the curriculum maps for each subject area.
- Grade-level newsletters are sent home weekly to inform parents of topics being covered, as well as how they can support their child in reaching the CCLS.

**Budget and resources alignment**

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

If other is selected describe here: Fair Student Funding, ARRA (Citywide Instructional Expectations)

**Service and program coordination**

To achieve this goal, Tax Levy money will be used to purchase instructional materials and supplies such as trade books and professional books, as well as equipment such as laptops for classroom and teacher use to support our work in facilitating our students in meeting the Common Core Learning Standards. Tax Levy money is also used to hire per diem substitute teachers to provide coverage for classroom teachers to attend professional development sessions on looking at student data and grouping children for small group instruction. Fair Student Funding money is used to provide the salary for a staff developer. In addition, ARRA (Citywide Instructional Expectations) funds provide per session to the Data Team for before and after-school meetings.

### **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**

- Throughout the 2012-2013 school year, all teachers engage in the triangulation of data to increase student progress in literacy.

#### **Comprehensive needs assessment**

- Based on the Peer Review findings, principal observations and the Chancellor's Instructional Expectations for the 2012-2013 school year, teachers need to develop a well-designed instructional plan to address the learning needs of the various groups of students in their class.
- Results of the Teachers College Reading and Writing assessment will demonstrate the various needs of our students and will serve as a tool for flexible grouping throughout the year.
- Formal observations and feedback notes from informal assessments demonstrate a need for goal setting.

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

- Goal booklets will be distributed to parents in October, December, February, April and June outlining specific strategies from the CCLS in reading, writing and math in child friendly language to be signed by parent and returned to school.
- Individual students will have a personal goal sheet indicating their goal for daily use, including ELL's and students with Special Needs.
- Small group strategy planning sheets and conference notes will be utilized and maintained for individual students and benchmarks for achieving goals will be documented and dated.
- Teacher created checklists for each unit in math and writing will be utilized to determine mastery of a skill within each unit and be used to create rubrics and determine student goals.
- The Data Team meets monthly to assess student progress.

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

- Our Parent Academy is held monthly for parents to attend workshops on topics aligned to our school-wide goals. These workshops alternate monthly between morning and evening meetings to accommodate parent work schedules.
- Goal Booklets are sent home in October, December, February, April and June to communicate to parents the literacy and mathematics goals of their child.
- Parents will receive an overview of the curriculum maps for each subject area.
- Grade-level newsletters are sent home weekly to inform parents of topics being covered, as well as how they can support their child in reaching the CCLS.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: Fair Student Funding, ARRA (Citywide Instructional Expectations)

**Service and program coordination**

To achieve this goal, Tax Levy money will be used to purchase instructional materials and supplies such as trade books and professional books, as well as equipment such as laptops for classroom and teacher use to support our work in facilitating our students in meeting the Common Core Learning Standards. Tax Levy money is also used to hire per diem substitute teachers to provide coverage for classroom teachers to attend professional development sessions on creating checklists and informal assessments to assist teachers in setting goals for their students. Fair Student Funding money is used to provide the salary for a staff developer. In addition, ARRA (Citywide Instructional Expectations) funds provide per session to the Data Team for before and after-school meetings.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

- By June 2013, all classes K – Grade 3 will participate in the Project Approach focusing on Science and Social Studies content area instruction, aligned with the CCLS in grades K-3 with modifications made for our ELL, Special Needs and Gifted and Talented population.

#### **Comprehensive needs assessment**

- Based on the Peer Review findings, principal observations and the Chancellor’s Instructional Expectations for the 2012-2013 school year, teachers need to develop a well-designed instructional plan to address the learning needs of the various groups of students in their class.
- Each student received a learner profile/interest inventory in order to survey the student population about their interests and backgrounds.

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

- Curriculum maps will be developed throughout the year based on the CCLS and student interests within the content area utilizing the project approach.
- Essential questions based on the CCLS in Social Studies will be developed to create a thematic interdisciplinary curriculum.
- Data Team members will meet monthly to revisit and revise curriculum maps and performance tasks as they assess students’ content knowledge and analyze the CCLS.
- Modifications will be made for each unit of study to meet the needs of our ELL, Special Needs and Gifted and Talented populations.
- Teachers will create culminating projects using science and social studies to create an environmental theme to demonstrate student mastery of content and support the vision of the school to create global scholars.
- Additional non-fiction materials will be purchased for classrooms including maps, globes and primary source documents.
- Classroom libraries will display 50% non-fiction books to support this initiative.
- Lesson plans and curriculum maps will document the project approach, culminating tasks and related trips to support the infusion of Science and Social Studies content and units of study.
- Community service projects will be organized to support the content instruction.

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

- Our Parent Academy is held monthly for parents to attend workshops on topics aligned to our school-wide goals. These workshops alternate monthly between morning and evening meetings to accommodate parent work schedules.
- At the end of each unit, projects will be presented to families during an assembly documenting the learning that took place in each of the curriculum areas.
- Grade-level newsletters are sent home weekly to inform parents of topics being covered, as well as how they can support their child

in reaching the CCLS.

**Budget and resources alignment**

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

If other is selected describe here: Fair Student Funding, ARRA (Citywide Instructional Expectations)

**Service and program coordination**

To achieve this goal, Tax Levy money will be used to purchase instructional materials and supplies such as trade books and professional books, as well as equipment such as laptops for classroom and teacher use to support our work in facilitating our students in meeting the Common Core Learning Standards. Tax Levy money is also used to hire per diem substitute teachers to provide coverage for classroom teachers to attend professional development sessions on planning interdisciplinary units of study that supports the CCLS and is differentiated to meet the needs of all students. Fair Student Funding money is used to provide the salary for a staff developer. In addition, ARRA (Citywide Instructional Expectations) funds provide per session to the Data Team for before and after-school meetings.

### **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	Guided Reading/Word Work	Small Group	During the school day
Mathematics	n/a		
Science	n/a		
Social Studies	n/a		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor - Social Skills	Small Group One-to One	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In collaboration with the UFT and through the school's hiring committee consisting of the Principal and teachers, all staff members were carefully screened, interviewed and selected as highly qualified teachers through the Open Market System. All teachers have been awarded their Masters Degree in education. Teachers are also encouraged to take additional coursework in order to receive the Gifted and Talented extension and/or receive dual certification. In addition, we currently have two teachers who hold the Gifted and Talented certificate and four teachers are pursuing the Gifted and Talented certificate.

New teachers to the school are offered a professional development day in late August to familiarize themselves with the school, our curriculum maps and assessments. The staff developer also meets regularly with new teachers to the school to help them plan and assess students. New teachers to the Department of Education are assigned a mentor. Mentors meet with their assigned teachers two periods per week and engage in professional development such as individual conferences and intervisitations.

**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:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Michael Selkis</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>748</b>
School Name <b>The Brooklyn School for Global Scholars</b>			

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

Principal <b>Ursula Annio</b>	Assistant Principal <b>type here</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Michael Anajovich</b>	Guidance Counselor <b>Stefanie Fatino</b>
Teacher/Subject Area <b>Jennifer Guido - ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Siobhan Lorina - Math</b>	Parent Coordinator <b>Rose Hamm</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader	Other <b>type here</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>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</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>364</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>6.59%</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. 

1) The Brooklyn School for Global Scholars is a school in its third year that has seven gifted and talented classes, five general education classes and two special education classes. Applications, including the Home Language Identification Survey, were distributed to parents during registration in the school's main office. At the time children were admitted, an informal interview was conducted by the ESL Teacher, Mr. Anajovich. Students were asked about their summer and the activities they did while on vacation. They were also asked about the school year and what they were most excited about. Based on this interview, Mr. Anajovich decided which students require the LAB-R. The identification process and the LAB-R administration took place within the first 10 days of the school year. Mr. Anajovich administered the LAB-R to the appropriate children on an individual basis in his classroom within the first ten days of school and based on these results, 7 children were identified as needing ESL services. We did not have any Spanish speaking ELLs that required the Spanish LAB-R. The NYSESLAT Test is administered to all entitled students by Mr. Anajovich during the required dates. The ATS report information is used to determine which students are required to take the NYSESLAT. A schedule is then made using the dates listed on the testing calendar. Mr. Anajovich administered the test to the appropriate students on those dates. Since we only housed grades K-1 in the 2010-2011 school year, we only had to administer the test to one testing group. The portions of the test that require individual testing were administered by Mr. Anajovich in his classroom where all of the walls were cleared and all of the bookcases were emptied.

2) Parents were given entitlement letters in their native language as well as English that explained the program choices. The letters were mailed home and sent home in students' backpacks. Parents were invited to attend a meeting within the first ten days of school where all program choices were explained and a video was shown. Parents were presented with all required materials in both English and their native languages. Follow-up phone calls were made to ask parents to return the entitlement letters promptly and make-up and individual orientations were also conducted.

3) Parents returned the forms that were sent home by mail and student's backpack to the main office. We received most of our forms this way and the rest of the forms were brought to the parent orientation by parents. Mr. Anajovich called and met with the parents that were unable to attend the initial parent orientation in order to ensure that all of the required forms were filled out and returned. The forms are then placed in an ELL binder and placed in a secure closet for safe keeping. The Parent Survey and Program Selection Forms are kept in the binder as well as the entitlement letters. A bilingual Paraprofessional provided the Spanish translation when required.

4) After the parents met with Mr. Anajovich and returned all of the required forms, students were placed in the appropriate instructional program within the first ten days of school. Parents were sent placement letters and copies are stored in the ELL binder and securely stored in a closet. Continued Entitlement Letters are sent to the appropriate parents prior to the beginning of the school year. The records are maintained securely along with all other forms and records. All parents chose Free-Standing ESL Instructional Program.

5) This is our school's second year, however, Free-Standing ESL seems to be the trend in parent choice as all (24) of our parents have chosen this option.

6) Yes, our program models are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	10
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	24		10							24
Total	24	0	10	0	0	0	0	0	0	24

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

### C. Home Language Breakdown and ELL Programs

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

**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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	7	2											16
Chinese	2	1												3
Russian	1	2	1											4
Bengali														0
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>10</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>24</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1) A and B) We follow a Push-In ELL Service where students of different proficiency levels (heterogeneous) are serviced together in their classroom. This allows students to receive service without missing the vital instruction and exposure provided by their classroom teacher and environment. Mr. Anajovich works closely with classroom teachers to ensure that each ELL receives individualized service based on specific needs. They meet weekly to plan, coordinate lessons and modify curriculum maps.

2) Our periods are each 50 minutes long. Both beginner and intermediate students are serviced 7.5 periods a week which provides them with the required 360 minutes a week. Students who are advanced are seen four periods a week to complete the required 180 minutes a week.

3) P.S. 748 is comprised of two Pre-Kindergarten classrooms, one G&T Kindergarten, two General Education Kindergarten, one Special Ed Kindergarten, one Special Ed First Grade, three G&T First Grade and two G&T Second Grade. Instruction for ELL's include concepts of print, letter recognition, rhyming, sentences structure, vocabulary, number recognition, speaking skills, pronunciation and listening skills using charts, big books and individual books. In addition, the teacher will reinforce classroom instruction and support the students during their classwork to keep them focused and on task. We are also affiliated with Teachers College and incorporate technology in our instruction such as SmartBoard activities and weekly use of our NetBooks.

4)

5) a) NA

b) Our plan for Newcomers is to ensure that they are each getting the appropriate instruction and service that they require based on several methods of assessment in the most appropriate way. Since we are a small school, we are able to identify the specific and individual needs of each ELL and then create an Individualized Instructional Plan for the students. Mr. Anajovich uses a blend of Language Acquisition Strategies such as Emergentism, Social interactionism, Total Physical Response, Language Experience and more to ensure that students learn and acquire English in the most appropriate way.

c) NA

d) NA

6) Mrs. Sullivan and Ms. Zavalis both collaborate with Mr. Anajovich daily to provide ELLs with special needs with appropriate

## A. Programming and Scheduling Information

comprehensible instruction. They also share materials and modify instruction to meet the needs of ELLs. Small group instruction is also a large part of the education philosophy here at P.S. 748 and provides access to ELLs in Special Education Classes.

7) ELL services are provided to ESL-SWD's on a regulated consistent schedule, which is vital for our students. At times, Mr. Anajovich will pull students to his classroom during their ELL time if the instruction calls for it or if the classroom environment is restrictive. Mr. Anajovich also meets with Ms. Zavalis and Mrs. Sullivan weekly to ensure that students are given the least restrictive most appropriate services daily.

### 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	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

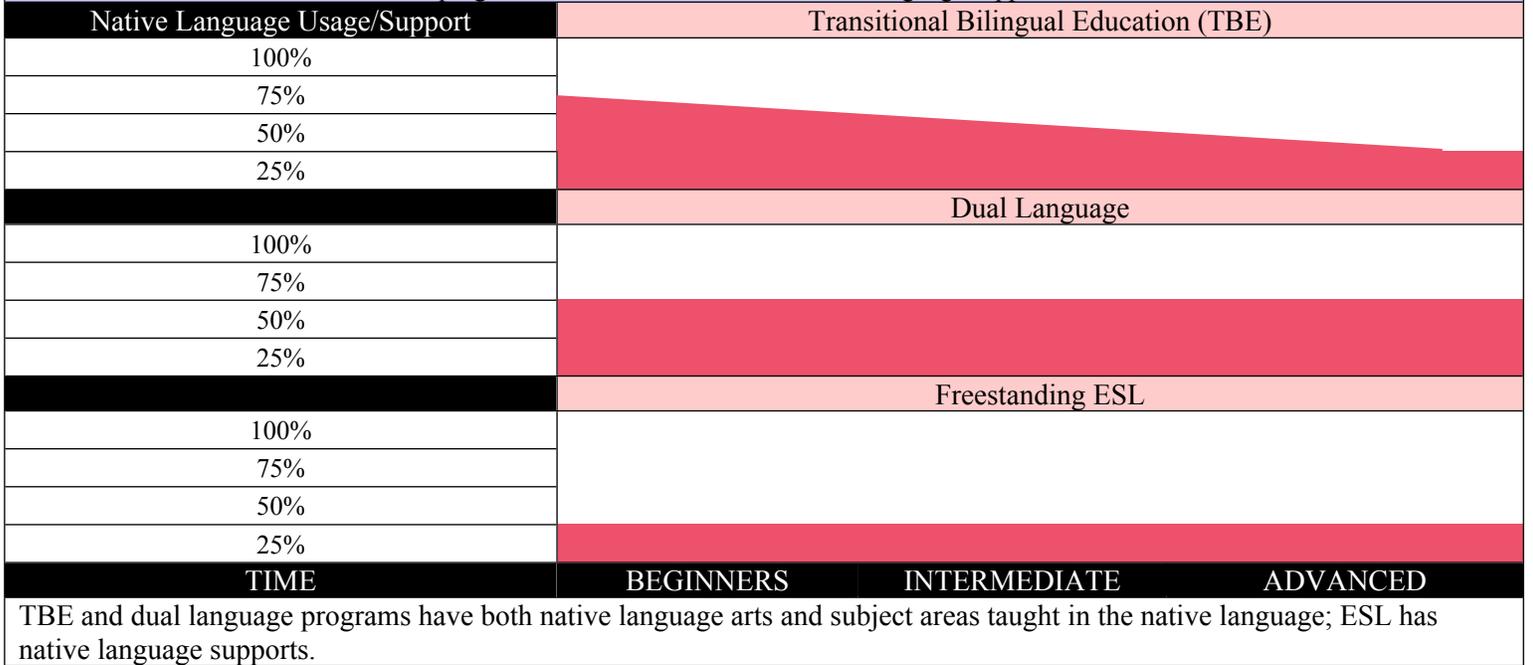
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



### B. Programming and Scheduling Information--Continued

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

8) Students are provided with ELL services for all content areas and due to our small ELL population, Mr. Anajovich is able to create lessons and instruction which can be customized to fit the needs of each student.

9) Each Classroom Teacher in P.S. 748 knows each student (due to our Schoolwide Enrichment Model and our mall size). This allows the transition of a proficient ELL student a smooth process. Our Push-In Model also supports the transition as students are comftrable in a classroom setting and they are receiving the support they need with their peers.

10) We are in the process of reviewing our texts and series for next year. We will continue to use the blended model as our population increases. We are also planning small group instruction lessons for next year.

11) We will not be discontinuing any of our programs for next year.

12) ELLs in P.S. 748 are afforded the same access to all of our school programs as all other students. Our Enrichment Model which currently offers Yoga, Cooking, Filmmaking, Dance, Aerobics, Creating Art Through Math, Musical Composers, and The Human Body involves all students and provides them with a choice of program for each cycle. Wingspan Arts is the after-school program which is housed in our building and many of our ELLs are enrolled.

13) Mr. Anajovich uses the SmartBoard with ELLs and our classroom teachers use it daily in Math, ELA, Science and Social Studies. For ELA, we use Month by Month Phonics, Guided Reading and "Teachers College Reading and Writing Project" drives our literacy instruction. In Math we use Technical Education Research Center (TERC).

14) NA

15) Yes. All of our resources correspond to ELLs ages and grade levels.

16) During the summer, we open the school library to our students and their families once a week. We encouraged reading at home and we read as a group followed by an activity during each session. Many of our ELL families took advantage of this program and we will run it again this summer.

17) Mr. Anajovich teaches Spanish to the G&T Classes one period each week.

### 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)?

NA

#### **D. Professional Development and Support for School Staff**

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

1) Mr. Anajovich is the only ESL Teacher at the school. He is involved in all of the Professional Development sessions at P.S. 748 and plays an active roll in curriculum development, planning, etc. He has also attended workshops including "Juicy Words for ELLs" and Teachers College on supporting emergent literacy. He also meets with teachers to share effective strategies and to analyze students' work. We meet for our Faculty Conference on the first Friday of every month, our Grade Conferences during common preps on the second week of every month, and our Staff Meetings every Thursday. ELL strategies and goals are discussed during Professional Development days as well. Our Performace Tasks were modified to meet the needs of ELLs and deal with Math. We are constantly finding new ways to incorporate multi-cultural themes in our Social Studies curriculum. Mr. Anajovich shared the strategies he learned in a non-fiction ELL workshop to better meet the needs of ELLs when teaching science.

2) NA

3) We meet for our Faculty Conference on the first Friday of every month, our Grade Conferences during common preps on the second week of every month, and our Staff Meetings every Thursday. ELL strategies and goals are discussed during Professional Development days as well. We have workshopped Guided Reading for ELLs, Using Higher Tier Words for ELLs, Smartboard Usage for ELLs, Book Choice for ELLs as well as ongoing discussion of effective strategies, goal setting and assessment.

#### **E. Parental Involvement**

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

1) Parents are Partners at The Brooklyn School for Global Scholars. Parents are involved not only through the Parent Teacher Association, but through our School Leadership Team. We organize monthly schoolwide events for parents such as themed literacy nights, open classroom events during the school day, science night, Math Mayhem and more.

2) We have partnered with a community organization, The Chang Learning Center, who provides after-school services for many of our children. The Chang Learning Center voluntarily provides translation services in Chinese and Spanish. In addition, many of our multi-lingual parents offer translation assistance to parents who primarily speak Russian, Arabic and Spanish for all meetings. Classroom teachers encourage parents to assist in classroom activities and celebrations, school wide events such as our Fall Festival and trips.

3) Teachers meet periodically with parents throughout the year and also during Parent Teacher Conferences in November and March, however, they welcome parents to inquire about their child's progress on a regular basis. We have developed a Child-Parent Survey in which an assesment was conducted to determine the interests of both the children and the parents. We also use a Individualized Student Goals and Strategies booklet.

4) Based on this data, we are currently planning workshops for parents who expressed interest in supporting their child in the areas of homework, literacy, mathematics and technology. Our parents are also invited to attend parent workshops at Teachers College.

## 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)	7	9												16
Intermediate(I)			3											3
Advanced (A)	3	2												5
Total	10	11	3	0	0	0	0	0	0	0	0	0	0	24

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1)Children are assessed using the Columbia University Teachers College Literacy Assessment. Results indicated that the Kindergarten children were able to master the concepts of print and letter recognition, but had limited knowledge of letter sounds. The First Graders

mastered concepts of print, letter recognition and letter sounds, but had limited knowledge of sight words. The data from this assessment has impacted both the classroom and ESL teacher's instruction. We use this information to modify and revise our instruction to fit the specific needs of each student. Guided reading is used for both kindergarten and first grade students to encourage them in becoming independent readers.

2) The patterns show that our system of communication between classroom teachers and Mr. Anajovich has created a consistent and appropriate environment for all ELLs, however our writing instruction for ELLs needs improvement. NYSESLAT results indicate that our students need to work on their writing skills. These results have led us to create a new plan of action consisting of instruction and development in the following areas: Sentence structure and organization, brainstorming and drafting, as well as using pictures to add details to writing.

3) Patterns across NYSESLAT modalities will affect our instructional decisions in the following ways.

a) Patterns across grades show signs of progress in reading and listening/speaking and a need for more focus on writing. Our ELLs do well in tests in English when compared with native speakers. We see a definite progression in all of our ELLs in the areas of speaking/listening and reading.

b) School leadership and teachers analyze the assessments and highlight patterns we see across grades. We then use that information to modify curriculum appropriately. We have determined that all students could use a more varied approach to writing, reading and comprehension.

c) Using the assessments, we have learned that ELLs in our school are adapting well to the carefully written, standards-based curriculum that we have created. Since we are a small school and our ELL population is also quite small, we are able to fine-tune instruction to meet the needs of our ELLs. The school has learned that the push-in model works well with our ELLs as they are not missing out on the vital instruction and one-on-one time with their classroom teacher.

5) NA

6) We evaluate the success of our ELL program by analyzing state assessment results, using authentic assessment on our ELLs, communicating with parents, discussing and analyzing ELLs in our Inquiry Studies, observing ELLs in their classroom environment and engaging in constant communication between teachers, students and parents.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 748

**School DBN:** 20K748

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ursula Annio	Principal		1/18/13

School Name: P.S. 748

School DBN: 20K748

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
Rose Hamm	Parent Coordinator		1/18/13
Michael Anajovich	ESL Teacher		1/18/13
	Parent		
Jennifer Guido - ELA	Teacher/Subject Area		1/18/13
Siobhan Lorina - Math	Teacher/Subject Area		1/18/13
	Coach		
	Coach		
Stefanie Fatino	Guidance Counselor		1/18/13
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **20K748** School Name: **The BkIn School for Global Scholars**

Cluster: \_\_\_\_\_ Network: **511**

**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**

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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.

The Parents Preferred Language Form was issued to families to assess their written and oral language needs. The forms were collected and the data was analyzed to provide translations to meet the needs of our school community.

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.

Based on the results from the The Parents Preferred Language form, English was the dominant language. However, we did find that translations need to be provided in Chinese, Spanish, Arabic, and Russian. Both written and oral translations were provided for all parent meetings.

## 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.

Written translations are provided through the Department of Education's translation and interpretation unit. Notices are sent to the DOE for translation 1-2 weeks prior to distribution. In addition, we also use School Messenger Service to provide phone messages about regularly scheduled school events and emergency situations.

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.

The Brooklyn School for Global Scholars is partnered with a community based organization, The Chang Learning Center, which provides after-school care for several of our students. This organization voluntarily attends meetings and offers translation services in Chinese. One paraprofessional and our ESL teacher are also bilingual (Spanish) and assist with written and oral translations. We have also organized a group of parent volunteers who offer translation services in Russian, Spanish and Arabic to our non-English speaking families.

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>.

Written translations are provided through the Department of Education. Notices are sent to the DOE translation 1-2 weeks prior to distribution. The Brooklyn School for Global Scholars is partnered with a community based organization, The Chang Learning Center, which provides after-school care for several of our students. This organization voluntarily attends meetings and offers translation services in Chinese. Designated parent volunteers also offer translation in Russian, Spanish and Arabic to our non-English speaking families.