



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BROOKLYN SCHOOL FOR MATH AND RESEARCH
DBN (i.e. 01M001): 32K168
Principal: DR. PERRY RAINEY
Principal Email: PRAINEY2@SCHOOLS.NYC.GOV
Superintendent: TAMIKA MATHESON
Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Perry Rainey	*Principal or Designee	
Suraiyah Abdul-Wahab	*UFT Chapter Leader or Designee	
Bibi Meerza	*PA/PTA President or Designated Co-President	
Stacy Morrison	DC 37 Representative, if applicable	
Rebecca Alexander Jose Santiago Sara Dorsan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Emily Chen	Member/ DC 37 Representative	
Carolyn Mathurin	Member/ DC 37 Representative	
Ginette Dorsan	Member/ Parent	
Carol Williams	Member/ Parent	
Revere Joyce	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By May of 2014 at least 60% of all general education students and students with disabilities scoring a Level 1 in reading, and English language learners will move at least one reading level from their baseline score as measured using the Read 180 Program.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 After reviewing assessment data for incoming 9th grade students and returning 10th and 11th grade students as well as consulting the school's guidance counselor, 17 students were identified in need of an intervention to address their reading deficits. The inability to read at grade level poses the risk of negatively impacting the academic performance of these students in relation to New York State academic content and standards. We will monitor the progress of these students with the intention of getting them to read at grade level before they graduate from B-SMaRt.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Read 180 is a comprehensive literacy program designed specifically to improve the reading skills of student users. The curriculum calls for meeting students at their point of entry based on their reading lexile score and subsequently monitoring their progress with benchmark assessments. A licensed ELA/SPED teacher takes part in professional development that trains that teacher in how to facilitate the Read 180 program for a class of 15 to 20 students. In addition to the Read 180 class, the subgroup of students identified in need of the intervention are programmed for 480 minutes of core instruction in ELA and U.S. History or Global Studies.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Read 180 Teacher and Guidance Counselor. Read 180 is a program that requires students to be separated into groups of 3 stations where one of the stations requires students to use laptops as an instructional resource.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. After a baseline assessment is administered in November of 2013, subsequent benchmark assessments will be administered in January and March of 2014 to evaluate the progress and effectiveness of the program. In May of 2014, student lexile scores will be assessed for again to determine the impact of the Read 180 program as well as determine the attainment of this particular goal.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 to May 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Students identified to participate in the Read 180 program are programmed for four 48 minute periods a week. In addition, school library resources are made available to students as well as assistance from the Read 180 teacher on a daily basis during their lunch period.

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 school will encourage school-level parent involvement by providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

By May of 2014 at least 75% of 11th grade students will complete a 1st draft of their college application letter with a score of at least 3 out of 4 on a common core aligned rubric developed by the ELA Department.

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.

College and Career Readiness represents 10% of a school's total Progress Report score. The College and Career Readiness section measures how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in a post-secondary institution. Enrolling in a post-secondary institution includes the task of completing a well written college application letter.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The College Summit program features a specific curriculum for each high school grade level. The school has invested only in the 11th grade curriculum which focuses on preparing students to take action steps to set themselves up for a successful senior year, maximize their 11th grade experience and articulate their next steps after high school graduation. The curriculum calls for students to create postsecondary and high school academic plans, draft personal statements, draft college lists, develop resumes, create a personal financial portfolio, and prepare students to understand the ACT or SAT Tests. The guidance counselor and College Summit teacher take part in professional development that trains the teacher how to facilitate the curriculum for a class of 30 11th grade students.

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance Counselor and 11th grade advisory teacher.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Eleventh grade students will submit the first draft of their college application letter for review by the ELA department in November of 2013 for feedback. A subsequent draft will be submitted with revisions by February 2014 for a second review by the ELA department. In May of 2014, students who have not yet attained at least a 3 out of 4 on a common core aligned rubric developed by the ELA department will submit a third draft for review.

D. Timeline for implementation and completion including start and end dates

1. September 2013 to May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In addition to being programmed for five 48 minute periods of ELA a week, 11th grade students are programmed for five 48 minute periods a week of advisory using the College Summit curriculum. School library resources are made available to 11th grade during their lunch period and after school when requested.

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 school will encourage school-level parent involvement by providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By May of 2014 at least 70% of all students taking a course will score at least 3 out of 4 on a performance task for each of the four core subjects using a common core aligned rubric.

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.

The 2013-2014 Citywide Instructional Expectations calls for moving students toward meeting higher standards. A PPR goal from last year was for every student to engage in at least two Common Core-aligned units of study in math and two in ELA, social studies, and science aligned to the Common Core standards in literacy. Across all subjects, engagement rates for all of our students were relatively high. However, this year the goal will be to exceed merely having students engage in Common Core aligned units, but rather to have students excel in their performance. This goal was decided on by the school community in order to ensure the entire school embraces the instructional shifts needed to meet the higher Common Core standards now required by New York State.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Department heads for the math, science, and humanities departments will be responsible for the assigning and grading of performance tasks in the classroom by teachers within their respective departments. Teachers meet at least twice a month in departments to examine assessments, student work, and discuss strategies to measure and improve student learning. In department meetings, teachers and administrators make sure that the performance tasks as well as in class assessments are created using CCSS. Teachers also receive professional development on the Citywide Instructional Expectations by B-SMaRt faculty and staff members as well as by the instructional coach from the Center for the Professional Education of Teachers of Teachers College (CPET). Hence, teachers are able to ensure that academic rigor is featured in the performance tasks assigned to students.

B. Key personnel and other resources used to implement each strategy/activity

1. Core subject area teachers, assistant principal and CPET coach.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Approximately every six weeks (duration of a marking period) the assistant principal will provide an updated spreadsheet to reflect the progress departments have made in improving the number of students who have attained at least a 3 out of 4 on a performance task using a common core aligned rubric. Specifically, the months of October and December of 2013 and the months of January, March, and May of 2014 will be used to evaluate the progress and effectiveness of this goal. School wide regents pass rates in June of 2014 will give an indication of the impact of the strategies implemented to achieve this goal.

D. Timeline for implementation and completion including start and end dates

1. September 2013 to May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students are dismissed at 1:15pm every Wednesday to provide teachers the opportunity to engage in inquiry work as well as take part in professional development. A component of the school's professional development plan involves utilizing the services of the Center for the Professional Education of Teachers of Teachers College (CPET) to assist teachers in the lesson planning and the planning of units using the Common Core State Standards. The school has also replaced the twice monthly faculty meetings that occurs the first and third Monday of each month with department meetings to examine student work and discuss instructional strategies to implement in the classroom.

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 school will encourage school-level parent involvement by hosting the annual curriculum night and two Student-led Conferences throughout the school year.
- The school will encourage school-level parent involvement by providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

ARRA RTTT

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Two periods of U.S. History per week is devoted to interdisciplinary instruction with ELA.	Differentiated instruction to support the varying learning levels, during the school day.	Inquiry and project based instruction, during the school day. Also additional small group tutoring is available four days a week during lunchtime.
Mathematics	All 9 th Grade Students receive 144 minutes of Mathematics instruction, during each school day.	Differentiated instruction to support the varying learning levels, during the school day.	Small group tutoring for students who failed Math the first marking period from Math teachers, during the school day.
Science	All students receive 240 minutes of Science instruction a week including 48 minutes devoted to lab exploration.	Differentiated instruction to support the varying learning levels, during the school day.	Inquiry and project based instruction, during the school day. Also additional small group tutoring is available four days a week during lunchtime
Social Studies	Two periods of U.S. History per week is devoted to interdisciplinary instruction with ELA.	Differentiated instruction to support the varying learning levels, during the school day.	Inquiry and project based instruction, during the school day. Also additional small group tutoring is available four days a week during lunchtime
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All 9 th Grade students have at least one meeting bi- monthly with the counselor.	All at risk students meet with the guidance counselor once per week to check in on short and long term academic goals and strategies collaboratively set to improve in their classes.	ELL students meet with counselor monthly to evaluate language progress and additional supports needed. Mandated special needs students meet with counselor as per IEP mandates.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> ○ Principal regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas capable of running activities that will expose students to various post-secondary options. ○ First and second year teachers are assigned mentors to help support their instructional practice.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers are provided professional development opportunities to improve their instructional practice. Specifically: <ul style="list-style-type: none"> ○ Overall school PD <ul style="list-style-type: none"> □ B-SMaRt is contracted to have 72 hours of professional development for staff on an ongoing basis with Teachers College's Center for Professional Education of Teachers. Professional development will focus on the expectations delineated within the 2013-14 CIE document. □ B-SMaRt is also contracted to have a monthly professional development for staff with Teachers College's Center for Professional Education of Teachers. The monthly professional development focus will be on response to intervention (Rti) practices as outlined in the RTTT grant for new schools. □ PD sessions for staff re-enforce the school's instructional focus: Students will answer essential questions by articulating their reasoning with supporting evidence both verbally and in writing. □ B-SMaRt's faculty receives at least 100 minutes of professional development every Wednesday of the school year. Topics included in the PD are geared towards strengthening teacher capacity for having productive inquiry meetings by working in professional learning communities. ○ PD for teacher teams <ul style="list-style-type: none"> □ Teams within departments receive PD to develop their pedagogy around competencies of the Danielson Framework for Teaching ○ PD for individual teachers <ul style="list-style-type: none"> □ Individual teachers will receive PD based on areas in need of improvement or strengths that could be made even better as indicated through classroom observation data. PD offered through the network will be utilized to facilitate professional development for individual teachers.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> ○ Teachers College's Center for Professional Education of Teachers (CPET) will be utilized to assist with instructional

strategies. CPET has been retained by our school for a myriad of instructional services. CPET will provide a coach to work one-on-one with our teachers to assist them with incorporating inquiry strategies and data driven instruction into their daily lessons. The CPET coach will also facilitate professional development regarding the instructional shifts to the Common Core State Standards as mandated by the 2013-2014 Citywide Instructional Expectations as well as the incorporation of Response to intervention strategies (Rti) in addressing student needs. Both ARRA RTTT and Title I SWP allocations were used to fund this initiative.

- The school has secured a research based reading intervention program (*Read 180*) to address the needs of at-risk students. Requirements of *Read 180* include the use of traditional reading materials, laptop computers, and facilitation by a licensed classroom teacher. The program provides professional development for the classroom teacher facilitating the instruction. Slightly more than 15% of the school's Title I SWP funds were committed to this initiative in addition to Tax Levy funds earmarked for teacher per session and some general supplies.
- Tax Levy funds were used by the school to purchase the 11th grade *College Summit* curriculum. This and involvement in activities co-facilitated by "College Access"/Make the Road New York and the Brooklyn College Community Partnership (BCCP) will give students direct access to information on selecting the college/university that is right for them. All of the aforementioned programs will support students' transition from secondary school to institutions of higher learning.
- The school has secured a partnership with CUNY-Medgar Evers's College Science & Technology Entry Program (MEC-STEP). The program has provided the resources for B-SMaRt to start a Lego Robotics class at the school by subsidizing 88% of the cost of a teacher to facilitate the program afterschool. MEC-STEP and B-SMaRt plan to cohost a STEM expo at the campus in December of 2013. The program requires the use of classroom laptops which have been purchased with both Title I SWP and ARRA RTTT funds. Resources are now available for program expansion.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

By working in professional learning communities, B-SMaRt's faculty make decisions regarding the selection and use of assessment measures in the classroom. Teachers have common planning time to work in departments and examine student work to drive the direction of their instruction. This examination of student work is the fuel behind proposals, adjustments and revisions to formative and summative assessments. Every Wednesday, students are dismissed two periods earlier and the opportunity is there for at least 100 minutes of professional development or time to work in professional learning communities. Topics included in the PD focus on using assessment in instruction as described in Danielson's framework for teaching as well as using questioning and discussion techniques to formatively assess student learning. Prior to the beginning of the 2013-2014 school year, teachers had an equal role on B-SMaRt's Measures of Student Learning (MOSL) committee. This committee consisted of teachers and school administrators whom collectively decided on the most effective assessments to use school wide to determine student academic progress over the course of the year.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 32	Borough Brooklyn	School Number 168
School Name Brooklyn School For Math And Research		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Perry Rainey	Assistant Principal Jacqueline Jarvis Squire
Coach type here	Coach type here
ESL Teacher Yuanzhu Yu	Guidance Counselor Deanna Torres
Teacher/Subject Area Suraiyah Abdul-Wahab	Parent Bibi Meerza
Teacher/Subject Area type here	Parent Coordinator Emily Chen
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	202	Total number of ELLs	24	ELLs as share of total student population (%)	11.88%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										3	3	3		9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	6
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	3	2	5	3	1	7	3	4	27
Total	15	3	2	5	3	1	7	3	4	27

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	8	2		18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										3				3
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	13	9	2	0	24

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										5	3	2		10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	2	0		8
Advanced (A)										3	3	1		7
Total	0	0	0	0	0	0	0	0	0	14	8	3	0	25

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	1			6
NYSAA Bilingual (SWD)					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	8		2		0		0		10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		4		1		0		8
NYSAA Bilingual (SWD)									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	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language		1		0
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the early literacy skills of ELLs, the students are required to take the NYSESLAT in April and May. If they do not pass the exam, they are placed in our ESL program. If the students are newcomers to the country, they are required to take the Lab-R exam to identify their mastery of the English language. In addition to their placement in the ESL program, these scores are used to help content teachers differentiate instruction. The data from the test results tells teachers, especially the ESL teacher which aspects of the modalities of the English language require the most attention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When analyzing the data patterns across proficiency levels, it was realized that most students have mastered the English language orally especially students who have lived in the country for 2+ years. Despite grade level, only 20% of the students made progress. The areas of most need are reading, writing and listening. According to the 2013 NYSESLAT data, the scores of the students in the aforementioned areas either decreased or stayed the same compared to NYSESLAT scores from previous years. These scores are also indicators of how students perform in content area classes. It also reflects their proficiency level of their writing and reading skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT results show that there is minimal progress especially in writing. Knowing the results of each section informs teachers what areas ELL students struggle with and how to help them improve.

Reading: ELL students are required to find the main idea of a passage, sequence, as well as similarities and differences. In Reading, Prior knowledge is activated from the reading of the title or by looking at pictures.

Writing: Students are taught to write a well-organized essay. They are given the format to help organize their writing.

Listening: Students listen to a passage by teacher or watch a video and then they answer questions based on what they heard.

Speaking: Students participate in conversations on a range of topics to practice their speaking skills. The Annual Measurable Achievement Objectives are used to assess the students in classroom activities and assignments. The data shows that ELL students need to practice their grammar skills and follow the standard conventions of English. The Spring 2013 NYSESLAT results are not available on the RNMR at this time.

4. For each program, answer the following:
 - a. 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?

Across proficiency and grade level, not much progress is being made. All classes are taught in the English language, although some classroom activities and assessments may be provided in the native language. Every two weeks, ELL students are given a test comprised of reading, writing and vocabulary to monitor their progress. During the Department Meetings, the results are shared in order to provide effective differentiation for ELLs.

Part b: Not Applicable

Part c: Not Applicable

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

For ELLs, the Lab-R and NYSESLAT is used to identify the mastery of the English language. That data is used as the baseline to identify progress made with the use of the ESL class as well as the push in service for all ELL students in their classrooms. If students need a more targeted or intensive academic support service, they would be required to move to Tier 2 and get the instruction they need in a small group setting.

6. How do you make sure that a child's second language development is considered in instructional decisions?
With the Common Core state Standards, students are required to learn the academic vocabulary as well as the second language with the support of the native language and content differentiated for understanding by activating prior knowledge or schema.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In previous years, only 20% of students have made progress. This year (2013-2014), the school has its first ESL program. The ESL program will teach the ELL students the necessary skills in order to make progress on the NYSESLAT exam. The comprehensive exam (NYSESLAT) will be used to evaluate the success of this new program for ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) If a student is entering the NYC public school system for the first time a licensed pedagogue administers the Home Language Identification Survey (HLIS) and conducts an interview in English and in the native language. Spanish speaking liscensed Pedagogue's are available to provide native language support during the intake process. The DOE Language Interpretation Unit is utilized in order to provide support for languages not spoken by pedagogoe's.

If the student does not speak any language but English, then he or she is NOT an ELL and will be scheduled for general education program. If the informal interview and the HLIS demonstrate the student speaks a language other than English and they speak little or no English, then the Testing Coordinator administers the LAB-R within 10 days from the student's initial day of arrival at the school. To ensure all of the entitled ELLs are tested, the ATS report RLER is used. If the student scores below proficiency (i.e. beginning, intermediate, or advanced level), then the student is deemed an ELL. After we get the results, a parent orientation is conducted where the parent views a video of the different ELL programs that are available in the city of New York. At the end of the session the parent selects a program, and the student is placed according to the parent choice. The entire process is completed within 10 school days.

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.

Twice a year, the ELL Coordinator conducts workshops during Student Led Conferences to explain the three program choices (ESL, Transitional and Dual Language) available to continuing ELL students. The content of the workshops are based on the materials featured in the EPIC toolkit, as well as a viewing of the Parent Orientation video. A formal letter inviting parents to attend the Ell Orientation is backpacked home with students alongside the Student Led Conference letter. Follow up calls are also made by the Ell and Parent Coordinators to confirm parent attendance. In addition, Advisors facilitating Student Led Conferences are alerted as to which parents have been requested to attend the Ell Orientation, and they assist in reminding and directing parents to the appropriate location.

If we receive new students during the course of the school year, we conduct similar one on one video orientations so that they can be made aware of the program choices at their disposal. These orientations occur within the first 10 days of the student's arrival.

After all program options have been explained to the parents of ELLs as outlined above, parents select the program they want for their child. If they select an ESL program, we will meet with the parent and student and explain to them in their native language

how the program will run at our school in addition to what the student's daily schedule will look like. If 20 or more parents of the same native language select a bilingual or dual language program as an option, we will open a class. If these options do become available, we will make outreach to parents via phone and written communication, and facilitate a meeting to explain their options.

If fewer than 20 choose this option or opt for a dual language program, we will meet with the parents and students and discuss the program options at our school or assist them in finding a more appropriate placement at another school. Meanwhile, the school keeps track of parents requests for bilingual programs and forms are kept on file with the ELL coordinator. If the

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In the beginning of the school year, we backpack continued entitlement and non entitlement letters to notify parents of the NYSESLAT results from the previous spring. In addition, we include the parent survey and program selection forms and an invitation to the new and continuing ELL orientation, where they watch a video of ELL programs that are available in the city of New York. The information sent home indicate that the forms need to be filled out and returned to the school immediately. A week after the forms are sent out, a phone call is made as a reminder that the forms need to be returned as soon as possible. If a form is not returned, the default program for ELL's is Transitional Bilingual Education and the student is temporarily placed in ESL.

The program selection forms returned yearly, as well as copies of entitlement letter and continued entitlement records sent home are stored in the schools ELL files. These files are maintained by the ELL Coordinator.

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.

After all program options have been explained to the parents during the ELL parent orientation (as outlined above), parents select the program they want for their child. If they select an ESL program, we will meet with the parent and student and explain to them in their native language how the program will run at our school in addition to what the student's daily schedule will look like. If the faculty are unable to communicate with the parents in their native language, the DOE's Translation and Interpretation Unit services will be utilized to assist with written and verbal communication. If 20 or more parents of the same native language select a bilingual program as an option, we will open a bilingual class. If fewer than 20 choose this option or opt for a dual language program, we will meet with the parents and students and discuss the program options at our school or assist them in finding a more appropriate placement at another school. Meanwhile, the school keeps track of parents requests for bilingual programs and forms are kept on file with the ELL coordinator. In addition, parent selections are recorded on the ELPC screen in ATS within 20 days of enrollment.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In preparation of NYSESLAT administration, the ESL teacher will meet with the ESL coordinator to obtain the RLAT and RLER (ATS reports) to determine students eligibility. Then, the ESL teacher will determine an administration schedule during the Spring NYSESLAT assessment window. All Listening, Reading and Writing sections of the exam will be administered during students ESL classes by their ESL teacher, Mr. Yu. For the Speaking portion, students will be pulled individually to take the exam during periods three and seven. When administering the listening section, the ESL teacher will ensure that the CD is only played one-time. All ELLs who receive Special Education services, will be placed in a separate location, with extended time as per their IEP testing accomodations.

The ESL teacher will also schedule a make-up testing day for all four modalities. This will ensure that all students are given the opportunity to sit for all portions of the exam.

6. 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.) 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](#)

In reviewing the trend in program choices, we are noticing an increase in requests for Transitional Bilingual programs. Requests for this program have risen from over the last three years from 0% to 7% to 16%. The school is noticing that an overwhelming majority of these requests are coming from new admits who have been in the country for 0 to 3 years.

ESL has consistently been the most requested program over the past few years. In 2011-2012 100% of parents requested ESL and in 2012-2013 73% requested ESL. These numbers show that the ESL program at our school aligns with parent requests. To date we are not yet able to accurately assess the program selection forms for this year. This year 36% parents returned the Program Selection forms. 16% selected both ESL and Transitional Bilingual, and 4% Dual Language. We are aware the default program for parents who did not attend the orientation is Transitional Bilingual Education. The school is tracking parent requests and is willing to open a program once we have 20 students in one grade who share the same preference. Parents will be contacted once we reach this number.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The school has implemented an ungraded heterogenous pull out model model with the goal of achieving English Language proficiency. Our program has continued to develop, as this year is the first year that we have our own ESL teacher servicing our students. Previously our school shared ESL teachers with other schools in the building.

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)?

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

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 foster language development and meet the demands of the Common Core Learning Standards.

In the ESL class, we teach the topics taught in the core subject areas. It gives ELL students the opportunity to practice and expand on what they have learned. For example, the ESL teacher cooperates with the social studies teacher to write a five-paragraph essay in the content area. All classes are taught in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the beginning of the school year, newly admitted ELLs are administered the Lab R exam in order to see their proficiency of the English Language. During this same time period, newly admitted Spanish speaking ELLs are administered the Spanish LAB in order determine their native language proficiency. At the end of the year, students are also administered the NYSESLAT in order to measure their progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In the ESL class, ELLs are given a test biweekly based on reading, writing and grammar. The ESL teacher uses the "Do Now" portion of the lesson to assess the progress of the students. Weekly, students are to listen to a short video and write a summary based on the video or answer the questions on a worksheet in order to prepare the students for the Listening portion of the NYSESLAT exam. In the ESL class, assessments are made according to the NYSESLAT and graded according to the NYSESLAT rubric.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All ELLs are taught daily conversation and academic vocabulary simultaneously. They are also graded according to the English as the Second Language requirements. Newcomers are taught the basic skills of the English language. They are also paired with ELL students of 2+years so they may have a translator. Heteogenous grouping is extremely important to ensure that all ELLs are practicing the skills. For long term ELLs, their targeted area is the writing modality. They are given more assistance with writing a five paragraph essay according to pictures or charts. Former ELLs are not provided with any ESL services. They are placed in mainstream classes.

7. 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?

All teachers are provided with a list of their ELLs-SWD as well as their testing accomidations. All teachers have access to each ELL-SWD's IEP in order to ensure they receive the mandated services. When an IEP is updated after an annual review, teachers are also made aware of the update. To provide access to academic content areas and accelerate English language development,

ELL-SWDs are placed in a Integrated Collaborative Teaching (ICT) setting. The instruction by teachers is differentiated for them and they are usually given graphic organizers. They are also grouped heterogeneously in the classroom in order to help with topics they may be struggling with. In addition, some ELL-SWDs might be pulled out during instructional time to get the content explained with grade-level appropriate materials.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ELL-SWDs are placed in the least restrictive environment in the school. They are placed in the Integrated Collaborative Teaching Setting for core subject areas (as outlined in their IEP's). This allows for the necessary services to be received alongside the content. When necessary, ELL-SWDs are pulled out for small group 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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:			

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

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

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

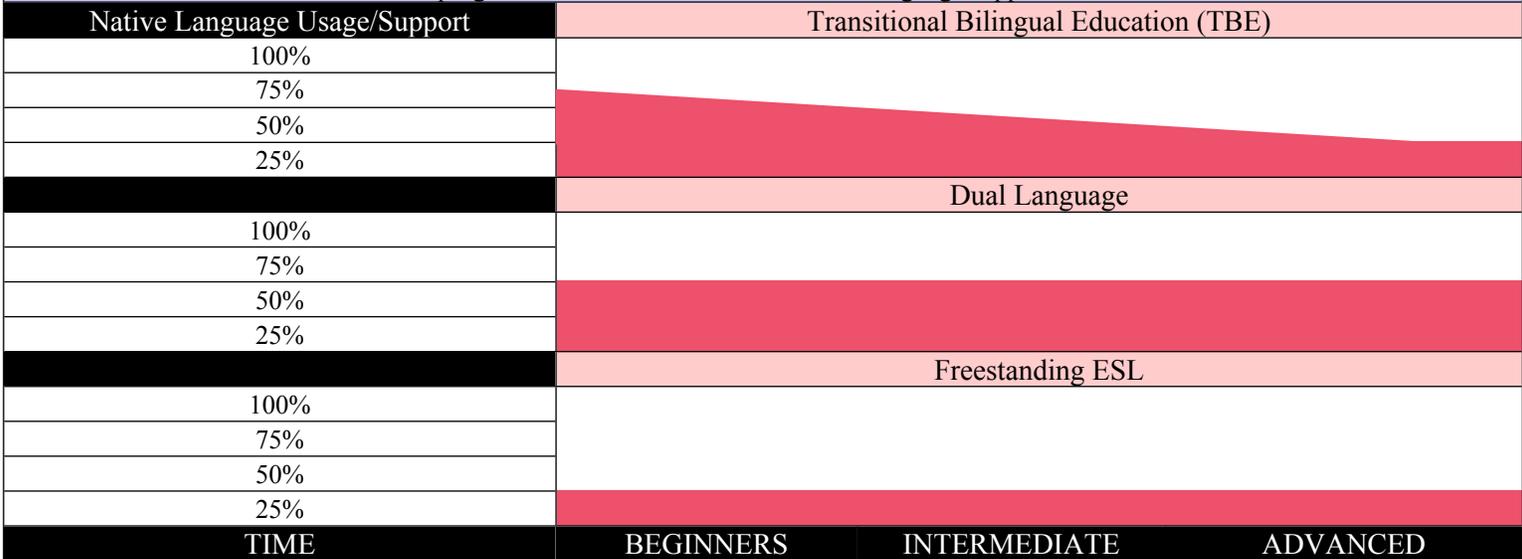
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

All intervention services are taught in English. For the school, the ELL students are placed in a class for 1-3 periods a day. In the ESL program, students are taught the ELA and Social Studies content. For the core subject areas, they are placed in a heterogeneous setting with the support of two teachers. ELLs are also given the instructions to assignments in their native language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This is the first time a pull-out class has been administered in the school. Thus far, ELL students are getting the service they need in order to improve their mastery of the English language. In this class they are given the chance to read, write and speak English at their own level. All teachers are aware of the ELL students in their classes including their native language in order to differentiate instruction accordingly. Social Studies, Math and Science teachers use ELL students' native language as a way to teach the content as well as pictures and videos to understand the questions being posed.

11. What new programs or improvements will be considered for the upcoming school year?

A pull-out model for the ELL students allows them to learn more at their own level as well as make progress.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students have access to the general education curriculum with differentiated instruction. ELLs participate in all school programs; specifically co-curricular and extra-curricular activities with monolingual students. At this time, B-SMART does not have any supplemental programs specifically for ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The use of the Smartboard, laptops, the internet as well as textbooks, dictionaries, word walls and visual aids gives ELLs the support they need in content area classes. All teachers used the aforementioned materials to help ELLs with the English language.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All classes are taught in English, but ELL students are allowed to read directions for assignments in both English and their native language as well as have assessments administered in their own language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required Services support and resources as well as other resources are according to each ELL's grade level as aligned to the Common Core State Standards.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

ELL students get an opportunity to become acclimated with the school structure and protocols during the summer bridge program that all incoming students are invited to attend in July and August. During the year, the ESL teacher, ELL coordinator and general education teachers collaboratively work to inform students of the ESL classes and tutoring support available at the school. In addition, the ESL teacher also acts as an advisor to the ELL students. In this role the students are provided with tips on activities they can do independently to help them continue to develop their reading, listening and writing skills in anticipation of the upcoming school year and during the year.

18. What language electives are offered to ELLs?

Chinese is the only language elective offered to all students at the school.

19. For schools with dual language programs:

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

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Calendar of PD dates for the current school year include:

- 11/27/13 How to Write Differentiated Lesson Plans
- 1/31/13 Differentiated Instruction (Focus on ELLs)
- 3/5/13 Differentiated Assessments for ELLs
- 4/23/13 Updating IEP's to Better Serve the Needs of ELLs (As Gleaned through Classroom Observations)

The Professional Development facilitated by Teachers College help teachers modify their curriculum and lesson plans, so that they can be sure to deliver Common Core-aligned instruction. The facilitator works with the staff during these sessions to differentiate the content and process. Professional Development has included a focus on Socratic Seminars to help students participate effectively in group discussions with diverse partners on current affair issues. Other Professional Development has focused on aligning existing curriculum with common core learning standards. In these sessions, teachers learned how to align standards to outcomes in their unit lesson plans. In addition, we have had Professional Development that has examined the six instructional shifts that need to be made to effectively implement the Common Core State Standards in the ELA/Literacy curriculum.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents are involved with Parent Association meetings, as they are also encouraged to attend School Leadership Team meetings that take place monthly. Parents and guardians are also invited to volunteer with Brooklyn School for Math and Research's dances, school trips, and volunteer opportunities. Parents that need to be contacted in Spanish are relayed the message through a phone messenger program by Ms. Alberda, the Parent Association's secretary. We also use the Department of Education's Translation resources, either it be translating letters, face to face conversations, and phone.

The Brooklyn School for Math & Research partnered with the local Brooklyn Public Library to offer parents of ELLs the opportunity to take free English classes. B-SMaRt also partners with Make the Road and Simpson Thacher & Bartlett LLP. These organizations provide a variety of services commonly sought by parents of ELLs such as ESL and GED classes, as well as free legal assistance for families with immigration and housing issues.

In the beginning of the school year, parents and guardians are asked to fill out the Language Preference forms. Accordingly, we surveyed the parents of ELLs on procedures in how they would like to be contacted (phone, face to face, or translated letters). Detailed communication such as letters and phone calls are used to relay messages between teachers and ELL students and their families. Outside resources we are using include the Bushwick Legal Clinic and Make the Road NY, where ELL parents are assisted in legal matters and housing issues.

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

Workshops will also be offered to assist all parents in understanding the expectations and promotion criteria used to evaluate their children's academic performance. Distribution of announcements and notices will be sent home in both English and in the native language of the parent.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Brooklyn School For Math A

School DBN: 32K168

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Perry Rainey	Principal		12/5/13
Ms. Jarvis Squire	Assistant Principal		12/5/13
Ms. Emily Chen	Parent Coordinator		12/5/13
Mr. Yu	ESL Teacher		12/5/13
Ms. Bibi Meerz	Parent		12/5/13
Ms. Suraiyah Abdul Wahab	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Deanna Torres	Guidance Counselor		12/5/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K168 School Name: Brooklyn School For Math And Resear

Cluster: 6 Network: 611

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

Part A: Needs Assessment Findings

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

B-SMART uses various data to assess the school's written translation and oral interpretation needs to ensure all parents are provided with information in a language they can understand. The Home Language Report 169 (RHLA) generated through ATS is used to identify the home languages spoken in the school community. In addition, the Parents Preferred Language Form distributed to parents during initial enrollment (first 30 days), and interaction with the Parent Coordinator is used to determine what language the family prefers to receive written and oral communication from the school. In addition, all students are required to submit an Emergency Card when they first enter the school. On that form, they must enlist the language they are more comfortable in speaking with their teachers and administrators.

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

After reviewing The Home Language Report, we found that there are 7 home languages spoken in our school community. Out of the 203 members of our community, 43 speak Spanish, 3 Haitian Creole, 2 Arabic, 2 Bangladesh, 1 Dutch, and 1 French. In reviewing the Parents Preferred Language Form, we found that many of the families who speak a language other than English (as outlined above) prefer to receive written and oral communication from the school in their native language. Findings were reported to the school community through the distribution of a Home Language List. This list serves as a reference for Faculty and Office/Attendance staff that regularly communicate with families. Findings were reported to the school community through the distribution of a Home Language List. This list serves as a reference for Faculty and Office/Attendance staff that regularly communicate with families.

Part B: Strategies and Activities

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

Documents sent home to parents identified as non-English speaking, are also retrieved from The Department of Education Website (when available), as well as translated by school support staff who speak the identified languages and have experience translating documents from one language to another. In addition, B-SMART will also utilize The Department of Education's Translation and Interpretation Unit when needed to translate critical documents in other languages that can not be translated by the school. In addition, the Parent Association has members that volunteer to translate letters and communicate with parents that need translation services both during PA meetings and school events.

Referring to A-E of Section VII of Chancellor's Regulations A-663, the following are procedures used to ensure timely provision of translated documents. Parents' Bill of Rights (Section A) is available with the Parent Coordinator and in the guidance department, along with posting in the main office. Our signage of availability of interpretation services (Section B) is displayed in the Main Office's bulletin board, which is the first item visitors see when on campus. The Safety Plan (Section C), also displayed in the Main Office, contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. 32-K-168 also uses the Department of Education's Translation and Interpretation services to provide memos and documents so that correspondence is understood by parents. The school's website provides a link to the Department of Education's website (Section E), which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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

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

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

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