



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BREUCKELEN SCHOOL
DBN (i.e. 01M001): 19K260
Principal: DOREEN DUFF
Principal Email: DDUFF@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: MEGHAN KELLEY

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	
x	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.

All teachers will participate in weekly teacher team meetings to ensure that instruction is aligned to the Common Core Learning Standards (CCLS) as evidenced by a review of student work products

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 results of the NYS Spring 2013 ELA and Math exams indicated that 40% of the students scored level one on these exams. Only 3% of students in ELA and 18% in math were on or above grade level on the state exams. Concentrated work in the area of alignment of instruction to the CCLS will help to ensure increased student achievement.

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. Using CCLS aligned curriculum vetted by the DOE teachers will participate in professional development in the implementation of these programs. The Ready Gen literacy curriculum and the Go Math curriculum will be further adjusted at the school level to meet the differentiated needs of our students. Student work products, lesson and unit plans will be regularly looked at to determine which aspects of the curriculum need to be scaffolded for students and where the teachers can modify the curriculum to create greater cognitive challenges.

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

1. In addition to in house personnel the school will use our literacy consultant Ms. Linda McIntyre and Network support to provide professional development where needed.

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

1. Progress of all students will be measured throughout the year using the NYC CCLS Aligned Benchmark Assessments (Fall and Spring), the Fountas and Pinnell Running records and the Go Math chapter tests. Once assessments have been analyzed targeted classroom instruction and AIS support will allow the students to receive differentiated instruction based on their needs.

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

1. NYC CCLS Aligned Benchmark Assessments (Fall and Spring) Fountas and Pinnell Running records (September, November, January, March and June) and monthly Go Math chapter tests.

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

1. Tax levy and Title 1 SWP funding was utilized to purchase the services of the literacy consultant. Creative scheduling reduced class size and created "co-teaching" periods for added support.

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).

N/A

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.

X Title 1 SWP

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 June 2014, teachers will show growth in a minimum of five competencies as measured by at least one HEDI level increase. Principal will conduct at least four to six short frequent observations, for each teacher using the Advance Teacher Evaluation System as evidenced by providing teachers with timely and specific written and/or verbal feedback. Teachers who chose Option # 1 receive four observations, Option #2, six.

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 Advance Teacher Evaluation System is a new initiative for the 2013-14 school year. Teacher growth in competencies will be reflected by improved teacher practice in the classrooms.

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. All teachers will receive short, frequent observations. Teachers will receive targeted feedback with suggestions for how to improve instruction following the observations.

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

1. The Principal will conduct the observations and provide feedback. Feedback will be specific and provide teachers with professional development opportunities that will improve their practice.

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

1. Each teacher will receive 4 - 6 short informal observations over the course of the school year.

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

1. Observations will be conducted throughout the school year, beginning in September and ending in June.

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

1. Professional development will be provided throughout the year on the Danielson Framework for Teaching, staff members will receive differentiated PD that includes video resources available on ARIS Learn.

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 Danielson Framework for Teaching was explained during the Back to School Night and discussed at School Leadership Team Meetings.

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.

X Title 1 SWP

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 June 2014, 50% of all students will increase by a minimum of one level as determined by the ReadyGen Performance Based Unit Assessment.

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 NYS Spring 2013 ELA exams indicated that 40% of the students scored level one. Only 3% of students in ELA were on or above grade level on the state exams.

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. Students will receive CCLS aligned instruction in ELA with the Ready Gen program and targeted ELA instruction during Extended Day focusing on raising reading levels through a concentration on independent reading. As the students gain proficiency in reading they will be better able to access the Grade 5 Ready Gen curriculum and increase levels on the Performance Based Unit Assessments. Students are regularly assessed using the Fountas and Pinnell Benchmark Reading Assessment. Reading instruction is then targeted based on the F&P level during regular class time and during Extended Day.

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

1. All Grade 5 teachers have been strategically assigned to provide targeted assistance during Extended Day to increase reading levels. Students rotate in groups and do independent reading, guided reading and conferences.

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

1. Student reading logs, Conference notes and Fountas and Pinnell running records are used to track the progress of each child in independent reading. Ready Gen Performance Based Unit Assessments will track writing. Increased ability in reading and writing will positively impact student performance on the Ready Gen Performance Based Unit Assessment. Flexible grouping will result based on student scores, including scaffolded instruction and Rtl Tiers I-III.

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

1. Fountas and Pinnell running records will be administered four – six times per year. Students reading at grade level will be assessed four times, those below grade level will be assessed six times and receive additional targeted assistance in reading. Ready Gen Performance Based Unit Assessments are administered eight times over the course of the year at the end of each module.

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

1. Scoring the assessments will be done during prep time and co-planning periods. Results will be analyzed during Inquiry periods.

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).

Student progress reports are made available to parents three times during the school year. Interim progress reports are issued in the middle of the school year along with "Promotion in Doubt" letters if necessary. All parents have received the log-in information for the ARIS parent link to track 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	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.

X Title 1 SWP

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.

By June 2014 school leaders will allocate sufficient time and resources to provide comprehensive training on the Advance teacher evaluation system. Teachers will have monthly opportunities to participate in whole group, small group and individually differentiated professional development opportunities related to the Daniel Framework for Teaching and the Advance teacher evaluation system as outlined in the P.S. 260 Professional Development Plan for 2013-14.

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 Advance Teacher Evaluation System is a new initiative for the 2013-14 school year. Teacher growth in competencies will be reflected by improved teacher practice in the classrooms. Professional development will be differentiated based on the teacher's needs assessments as well as practice observed in the classroom by the Principal, Network personnel and support staff from the Office of Teacher Effectiveness.

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. Teachers will receive whole group professional development during faculty conferences and Chancellor’s Conference Days on deepening their understanding of the Danielson Framework for Teaching and how to use the framework to improve practice. Small group professional development will be conducted on a weekly basis during Inquiry and Co-Planning periods on how to look at student work and use that to plan effective CCLS aligned lessons using the Framework as a guide.
- B. Key personnel and other resources used to implement each strategy/activity**
1. All personnel will be involved. Professional development will be conducted by the principal, literacy consultant and teachers will turn key sessions attended outside of the building. Video resources will also be utilized using the DOE ARIS Learn website. Teachers will complete modules as a whole, in small groups and on their own depending upon their needs.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Progress will be evaluated through improved ratings on the Advance teacher evaluation system.
- D. Timeline for implementation and completion including start and end dates**
1. Professional development will be from September to June. The Chancellor’s full day conference days are in September, November and June. Monthly faculty conferences are held the first Monday of every month.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Scheduling will be adjusted when necessary to allow for professional development sessions. The literacy consultant, Network personnel and staff from the Office of Teacher Effectiveness will be utilized to provide training on the Framework.

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).
N/A

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

List any additional fund sources your school is using to support the instructional goal below.
Title 1 SWP

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
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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	Scaffolded Instruction, Guided Reading	Small Group	During the school day
Mathematics	Scaffolded Instruction	Small Group	During the school day
Science	Scaffolded Instruction	Small Group	During the school day
Social Studies	Scaffolded Instruction	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Services	One to One	During the school day

**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 *TA 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.
All teachers are highly qualified and working in the appropriate license area. All teachers participate in weekly professional development sessions on topics such as the CCLS, CIE, the Danielson Framework for Teaching and the programs Ready Gen and Go Math.

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 staff members partake in Common Core professional development offered by the school, the network and the Department of Education. Staff members turn key information gathered during professional development activities that take place outside of the school. Best practices from these workshops are implemented in the classrooms

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The funding allocation memos, Chancellor's Regulations and Department of Education guidelines and protocols are followed for all funding sources to ensure that compliance is met and programs mandates are met.

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.).
School has Grade 5 only.

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.
All teachers in the school were members of the Measures of Student Learning (MOSL) Committee and jointly selected the student assessment measures. Student assessments are analyzed during weekly Inquiry Periods and at monthly faculty meeting where instructional strategies are devised to meet the differentiated needs of the students based on the exam results.

TA Schools Only

Use of Program Resources

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

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).

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

Parent Involvement Policy (PIP)

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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- 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;

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

- 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;

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 [Borough Brooklyn	School Number 260
School Name The Brueckelen School		

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 Doreen Duff	Assistant Principal none
Coach none	Coach none
ESL Teacher Amanda Hamerman	Guidance Counselor Judith Hickman
Teacher/Subject Area Grace Valentine /SETSS	Parent Sonya Lotmore
Teacher/Subject Area type here	Parent Coordinator none
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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	28	Total number of ELLs	2	ELLs as share of total student population (%)	7.14%
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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														
Push-In						12								12
SELECT ONE														0
Total	0	0	0	0	0	12	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	2	0	1	0	0	0	2
Total	0	0	0	2	0	1	0	0	0	2

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
Spanish						0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
Spanish											0								0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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						2								2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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)														0

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)						2								2
Advanced (A)														0
Total	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
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.
Fountas and Pinnell., allows for targeted instruction providing support for deficient areas. Students receive extra help in ELA and math based on benchmark assessments and math unit tests. Based on F & P data students were re-grouped in extended day, the ELL students were placed in the same group.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?
The two ELL students both scored intermediate on the NYSELAT exam in Spring 2013.
3. How will patterns across NYSELAT 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 2013 NYSELAT combined modality sets analysis has not been released by SED as of 11/14/13. We have two Grade 5 students at the Intermediate Level, we are focusing ELA instruction on vocabulary development, oral speaking ability and raising the reading levels to gain a Proficient Level for each student
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?

The students need more work in writing, vocabulary development and oral speaking. Within the the RtI framework the teacher provide differentiated assessments according to the child's needs. For the ELL students much of the vocabulary has to be scaffolded. Periodic assessment scores reveal that while the students may be able to successfully complete the computations in math they struggle with the vocabulary and are unable to complete the word problems. There is no native language instruction.
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](#).)
All students receive CCLS aligned instruction (Tier 1 - instructional core). Students receive scaffolded instruction (Tier 2) in their areas of deficiency as determined by the F & P running records and the ELL periodic assessment. If a student requires more help they receive targeted instruction in a smaller group . Within the the RtI framework the teachers provide differentiated assessments according to the child's needs. For the ELL students much of the vocabulary has to be scaffolded. If it is determined necessary a student will receive Tier III targeted instruction before a decision is made to refer the child to special education. The language needs of the child are taken into consideration before a referral is generated.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All ATS reports and each child's cumulative record is reviewed at the start of the school year to ensure that the teachers know each child's educational and family history. All students receive instruction based on their academic needs. Children learning a second language receive support services such as ESL and extended time on exams.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Students moving levels on the NYS Exams and NYSELAT.

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](#).) Students new to the DOE are administered the HLIS and then if need be the LAB-R within 10 days of registration into school. The ESL teacher is the party responsible for conducting the initial screening and administering the battery of tests. When necessary, Amanda Hamerman (ESL Teacher) administers the HLIS survey to incoming ELL's and conducts the oral interview in English and Spanish. If another language is needed the translation unit will be contacted. Ms. Hamerman also administers the LAB-R when necessary.
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.
The ESL teacher would do the parent outreach and have the parents watch the video explaining the options within the child's first 10 days of school. She would contact the parents and explain the process. The services of the translation unit would be employed if a language other than Spanish was needed.
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 [\[see tool kit\]](#).)
For students not scoring "proficient " on the previous year's NYSELAT, continued entitlement letters are sent home in September. For new admits, when necessary, the ESL teacher distributes the parent entitlement letters, the parent surveys and the program selection forms. Parent workshops will be held when necessary to explain the processes. The ESL teacher is responsible for all compliance with oversight by the principal. All forms are stored in the main office. The ESL teacher updates the ELPC screen within 20 days of new student enrollment to record LAB-R results, parent choice and program placement.
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.
All students identified as needing service are seen by the ESL teacher for the mandated number of minutes. Students are placed based on their LAB-R results. For students not scoring "proficient " on the previous year's NYSELAT, continued entitlement letters are sent home in September. For new admits, when necessary, the ESL teacher distributes the parent entitlement letters, the parent surveys and the program selection forms. Parent workshops will be held when necessary to explain the processes. The ESL teacher is responsible for all compliance with oversight by the principal. All forms are stored in the main office. The ESL teacher updates the ELPC screen within 20 days of new student enrollment to record LAB-R results, parent choice and program placement.
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.
The NYSELAT is administered during the testing window set forth by the DOE. All testing conditions and protocols are adhered to. The RLER screen in ATS is consulted to determine NYSELAT eligibility and students are tested accordingly. All students taking similar grade bands are grouped together and tested using standard testing protocol. All four components of the NYSELAT are administered, if a child misses one or more subtests there is a make-up window to ensure all testing is completed.
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. 
We have two ELL's, both parents were not new to the DOE they were coming from other schools where their children had ESL push in services and they chose the same model. P.S. 260 is in the last year of a phase out.

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])?
Push in, both students are at the same level and they are in the same class. The teacher uses oral presentations, directs notetaking, summarizes, recaps oral directions and helps to promote ongoing self editing..
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)?
Both of our students are intermediates and they get 360 minutes per week of ESL.
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.
ELA instruction is scaffolded using ESL methodology. All teachers, including content area teachers, scaffold instruction as necessary building academic vocabulary while helping students to improve communications skills, both oral and written. All curriculum is CCLS aligned and all ELL students have access to the regular curriculum.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELL students are evaluated in math with native language materials as a support if necessary. In all other subjects assessments are in English with ELLs getting extended time to complete the tests.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All students including the ELL's are evaluated in all four modalities of English throughout the year using the CCLS.
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).

Although we do not have any current SIFE students or newcomers, in the event of new enrollment we are ready to accommodate

all students. SIFE students and newcomers would get intensive instruction in basic vocabulary and phonics to help build fluency in English. New students would be "buddied up" with veteran students. ELL's receiving services for 4-6 years receive instruction targeted to fit their needs with an emphasis on developing oral language skills and building academic vocabulary driven by the Common Core Learning Standards (CCLS). Long term ELLs would receive continued differentiated support until they reach "proficient" status. Former ELL's would receive support such as time and a half on standardized tests.

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?

Instruction is scaffolded to address the needs of the students. All materials are CCLS aligned, Ready Gen for ELA and Go Math for Math.

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 services take place in the general education setting.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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.
The ELL's fall into the lowest third in ELA and MATH so they have targeted instruction during Extended Day as part of those sub groups.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The students have moved reading levels since the beginning of the year.
11. What new programs or improvements will be considered for the upcoming school year?
N/A This school is in the last year of a phase out
12. What programs/services for ELLs will be discontinued and why?
N/A This school is in the last year of a phase out
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL's are included in all programs and activities. The ELL students take part in our Ballroom Dancing Residency. Afterschool program is pending staffing.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Technology resources such as Rosetta Stone are used to help students learn English
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Classroom libraries contain Native Language books with word to word translated glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All ELL's get the required 360 minutes of ESL weekly at their grade level. Materials used are appropriate for intermediate ELL's and Grade 5 students.
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.
N/A
18. What language electives are offered to ELLs?
N/A
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)?

Paste response to questions here:

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.

All staff receive the 7.5 hours of ELL training as required by Jose P. The special education teacher receives 10 hours of training. The training is conducted during Chancellor's Conference Days and monthly faculty conferences. Teachers learn ELL strategies and teaching techniques to be used while implementing the CCLS and the new curricula for reading, Ready Gen and Math, Go Math, adopted by the school. ELL students are supported as they transition to middle school by the extra services provided by the guidance counselor on the middle school application process. The guidance counselor meets with the parents to discuss the process and give information about the middle schools and special programs offered. Parents are provided assistance as needed to complete the applications and visit the schools in order to make informed choices for their child for middle school.

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?

All of our parent activities are open to all parents. Translations services are provided on an as-needed basis. Concerns brought by the parents are addressed by the principal or guidance counselor. Since this is a phase out school in the final year we do not have a parent coordinator.

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 Brueckelen School

School DBN: 19K260

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Doreen Duff	Principal		11/14/13
	Assistant Principal		11/14/13
	Parent Coordinator		11/14/13
Amanda Hamerman	ESL Teacher		11/14/13
Sonya Lotmore	Parent		11/14/13
Grace Valentine	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
Judith Hickamn	Guidance Counselor		11/14/13
	Network Leader		11/14/13
	Other		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K260** School Name: **The Brueckelen School**

Cluster: **6** Network: **613**

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.

Using the data gathered from the HLIS forms we determine the parent and student's dominant language. All of the communication sent home addresses the parent's preferred language. For face to face meetings, such as IEP meetings, a school provided translator is present.

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

Based on the HLIS surveys we have two students with parents who identified Spanish as their dominant language. This information was discussed at during the Chancellor's Professional Day at the beginning of the year. All of the teachers and school staff know that all written communication and other information provided by the school must be in Spanish and English for these two students.

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 are translated into Spanish. If a parent has a face to face meeting the school provides a translator. Documents are translated in house using Microsoft Word. The school will use the services of the Translation and Interpretation Unit on an as needed basis.

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.

Oral translations are provided by school staff. The school will use the services of the Translation and Interpretation Unit on an as needed basis.

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>.

Translation services are provided by the school when necessary. The translation posters are visibly posted in the school lobby. The Parent Bill of Rights was distributed at Open School Afternoon and Night in English and in Spanish. Copies are also available in the Main Office. The school will use the services of the Translation and Interpretation Unit on an as needed basis.