



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** BROOKLYN SCHOOL OF INQUIRY

**DBN (i.e. 01M001):** 20K686

**Principal:** DONNA TAYLOR

**Principal Email:** DTAYLOR32@SCHOOLS.NYC.GOV

**Superintendent:** KARINA COSTANTINO

**Network Leader:** ALISON SHEEHAN

**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
Donna Taylor	*Principal or Designee	
Toi Ferguson	*UFT Chapter Leader or Designee	
Samantha Delman-Caserta	*PA/PTA President or Designated Co-President	
Antonietta Floccari	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bonnie Durgin	Member/ Teacher	
Anna Moshura	Member/ Teacher	
Nicole Nelson	Member/ Assistant Principal	
Marisa Schwartz	Member/ Parent	
Tricia Ragone	Member/ Parent	
Michael Grassotti	Member/ Parent	
Donald Salvato	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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 June 2014, 100% of teachers will have a normed understanding of the competencies and rubric from the Framework for Teaching as outlined in Advance by focusing on lesson design, assessment, questioning and discussion techniques to improve teaching and thereby student achievement irrespective of subgroups.

### **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.

Strengthen teaching practice so that all students are engaged by high level questions and discussions and work products reflect deep understanding. Based on 2013 ELA and Math state test scores and progress, there is a need to develop deeper questioning and discussion techniques for all students.

### **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 participate in professional development practices that shift teaching practices. We will measure this by a minimum of 3 classroom observations focusing on competencies 1e, 3b and 3d of the Danielson rubric. All teachers will participate in the self reflection activities surrounding these specified domains of the Danielson rubric. All teachers will write a minimum of five lessons in accordance with the Danielson rubric.

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

1. Principal and AP will work with Leadership Academy Coach and network on effective classroom observations. DOE talent coach will meet with Principal and AP three times on implementing the Danielson rubric. Principal and Assistant Principal will conduct monthly meetings with teaching teams to provide feedback sessions for developing lessons in accordance with the Danielson rubric.

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

1. By the end of the 2013 2014 school year admin and teachers will agree and calibrate 75% of the time on what Highly Effective, Effective, Developing or Ineffective practices are across competencies 1e, 3b and 3d. Self reflections will be used prior to and post observations to measure alignment between teachers self evaluations and observed practice.

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

1. All teachers will participate on a rolling basis throughout the year in the requisite number of formal or informal observations, according to the choice made in the IPC with admin in Sept/Oct. Beginning in September and ending in June, admin will hold monthly feedback sessions. Beginning in September and ending in June, admin will hold weekly feedback meetings with all teachers and monthly feedback sessions for lesson writing.

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

1. Leadership Academy Coaching has been purchased for twice monthly sessions with admin; per session will be paid to teachers for after school meetings; SBO arranged PD sessions each Thursday afternoon will provide extra time each month to allow the 3 hours of time allotted to Danielson.

### **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).

Admin has scheduled four Family Friday meetings (October, December, February and April) to present to parents regarding the use of higher order questioning techniques as outline in Webb's DOK; additional presentations will be made at monthly PTO meetings.

### **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	X	Set Aside	X	Grants
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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.

Develop a structure at the school level to track ELL goal attainment at specific times during the school year and communicate changes to all constituents.

**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.

QR Feedback: Although the school has a common shared set of beliefs about how students learn best and communicate data trends and needs to staff, there is no overall structure in place at the school level to formalize communication to teachers and parents when adjustments are made toward June goals. In addition, teachers did not provide evidence of specific feedback to parents for sub groups enabling them to master learning expectations. The absence of a system to inform all constituents in particular parents, of adjustments to goal setting, lessens support for a clear understanding on how they can assist students in reaching their next goal.

**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. For our ELLs and former ELLs, all teachers will participate in a study group designed to identify promising practices to support ELLs in the classroom. We will measure student growth by establishing a benchmark in September and revisiting the student assessment in November, February, and April. We will report back to parents on a quarterly, informal basis about progress that is being made.

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

1. Our ESL teacher will turnkey effective strategies classroom teachers can use and we have hired a one day a week ESL F status teacher.

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

1. By the end of 2013-14 school year, ELLs and former ELLs will reach the targets set forth in the goals as the result of the initial benchmark. There will marked improvements in their academic language, specifically in the area of vocabulary and reading comprehension which will be assessed through running records and systematic evaluation of writing pieces and math responses.

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

1. All teachers will participate on a rolling basis throughout the 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. ELLs and former ELLs will participate in early extended day intervention and lunch and recess intervention with the ESL teacher.

**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).

We will establish quarterly Family Fridays to share progress and performance as students reach their target.

**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	X	Set Aside	X	Grants

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.

Refine action planning by having school wide systems in place for measuring progress towards interim and long term goals for professional development so progress can be measured, adjustments made and success evaluated.

**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.

QR Feedback: The Network supports the school and offers opportunities for professional development, however, there is no overall school professional development plan that is tiered to address the needs of all the teachers. The principal and assistant principal visit classrooms for informal and formal observations and assist teachers in developing their professional goals, however there is no system in place to track when they meet their targeted goals.

Consequently, adjustments to specific goals are not always in place to support professional growth.

**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. Based on goals set during IPCs, administration will check in periodically with teachers and, based on observations performed on a rolling basis, will provide timely feedback about goals set and whether or not goals have been reached.

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

1. Principal, AP and Network support staff meet on a monthly basis to review goal progress and outline future strategy.

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

1. We will use leadership practices embedded in indicator 1.3 of the Quality Review rubric to guide our work for this goal. We will let the results of the PPO shed light on our efficacy.

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

1. We will start this work in September and continue on a rolling basis through June.

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

1. We have engaged staff development from both the leadership academy and an independent consultant to help build capacity in the administrative team toward this effort.

**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).

We host workshops in partnership with the SLT and PTO parent events during school time, such as Parents as Learning Partners and Family Fridays, and after school/Saturday events to support understanding of the new teacher evaluation system.

**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	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

Teachers will align assessment, curriculum, and planning to ensure that teachers practice checks of understanding and strengths during their lessons so that adjustments are made to meet all students' learning needs.

**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.

QR Feedback: Teachers and teams effectively align their summative and interim assessments to key curricula and utilize resulting data to make instructional adjustments at grade and class levels. However, there is little evidence of ongoing checks of understanding and strengths and student self-assessment during the delivery of instruction resulting in missed opportunities for on the spot adjustments that promote student understanding, of all subgroups.

**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 participate in professional development practices around the issue of checking for understanding. We will measure progress by a minimum of 3 classroom observations focusing on components 1E, 3B and 3D of the Danielson Framework.

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

1. Principal and AP will work with Network and DOE Office of Teacher Effectiveness to establish effective and normed classroom observations.

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

1. By the end of the 2013 2014 school year admin and teachers will agree and calibrate 75% of the time on what Highly Effective, Effective, Developing or Ineffective practices are across competencies 1e, 3b and 3d. Self reflections will be used prior to and post observations to measure alignment between teachers self evaluations and observed practice.

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

1. All teachers will participate on a rolling basis throughout the year in the requisite number of formal or informal observations, according to the choice made in the IPC with admin in Sept/Oct. Beginning in September and ending in June, admin will hold monthly feedback sessions. Beginning in September and ending in June, admin will hold weekly feedback meetings with all teachers and monthly feedback sessions for lesson writing.

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

1. Leadership Academy Coaching has been purchased for twice monthly sessions with admin; per session will be paid to teachers for after school meetings; SBO arranged PD sessions each Thursday afternoon will provide extra time each month to allow the 3 hours of time allotted to Danielson.

**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).

We host workshops in partnership with the SLT and PTO parent events during school time, such as Parents as Learning Partners and Family Fridays, and after school/Saturday events to support understanding of the new teacher evaluation system.

**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	X	Set Aside	X	Grants
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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended Day	Small group	Before school
<b>Mathematics</b>	Extended Day	Small group	Before school
<b>Science</b>	Extended Day	Small group	Before school
<b>Social Studies</b>	Extended Day	Small group	Before school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual and group counseling	Small group and 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 *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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**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.

**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).

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.).

**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.

**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)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**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 <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>686</b>
School Name <b>Brooklyn School of Inquiry</b>		

### 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 <b>Donna Taylor</b>	Assistant Principal <b>Nicole Nelson</b>
Coach	Coach
ESL Teacher <b>Anna Moshura</b>	Guidance Counselor <b>Lee Mastropasqua</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maryana Sigalova</b>
Related Service Provider <b>Lee Mastropasqua</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>374</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>4.81%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class	10													10
Push-In		6	2											8
<b>Total</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>18</b>									

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	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		
<b>ELLs (0-3 years)</b>	<b>ELLs (4-6 years)</b>	<b>Long-Term ELLs (completed 6 years)</b>

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	18		2							18
Total	18	0	2	0	0	0	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional:

### 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	1	2												3
Russian	9	4	2											15
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	10	6	2	0	0	0	0	0	0	0	0	0	0	18

## 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)														0
Advanced (A)	6	3												9
Total	6	3	0	0	0	0	0	0	0	0	0	0	0	9

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					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									0
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									0
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.

We use Fountas & Pinnell reading assessments to determine each student's decoding skills and reasoning abilities, along with comprehension of texts. We use Foundations to identify the child's level of phonemic awareness and develop an intervention plan specific to that student's needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Half of our students test out of the program by the end of their first year at our school. Others move from beginner to advanced within the school year. Our students perform above state average in all components. Last year, we looked at the lowest components out of the four on NYSESLAT, which was Listening and Speaking across the group, and we chose those to focus on during everyday instruction. We provided more opportunities for students to participate in small group and safe environments, adjusted our literacy centers to include more listening activities, and set up more opportunities for one-on-one peer interactions.

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](#))

As we stated in the previous question, we chose last year to focus on Listening and Speaking because students scored lowest in those components. This year, we will integrate the practices we established last year (providing more opportunities for students to participate in small group and safe environments, adjusting our literacy centers to include more listening activities, and setting up more opportunities for one-on-one peer interactions). We will now focus on writing this year, as those were our lowest scores out of the four components. We are going to provide more exposure to different genres of writing, and opportunities to respond to literature through writing.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

All of our students take the 3rd and 4th grade NYS ELA and Math state tests in the English language. They also take the NYSESLAT in English. Last year on the NYSESLAT, first grade students performed better in Listening and Speaking than they did in Reading and Writing. Most first grade students tested out, but those that didn't did not perform as well in the Writing section of the test. Kindergarteners scored lower on the Writing section. Two students who are selective mutes also scored low on the Speaking portion.

We do not use ELL Periodic Assessments however we use F&P running records to determine placement for children in intervention small groups and extended day.

We do not use ELL Periodic Assessments however we have learned using the F&Ps and by using on demand writing that ELLs need extra support in small groups with direct instruction in reading strategies, targeted instruction in Literacy Centers, vocabulary instruction and in writing.

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](#).)

Based on the results of each year's ELA test, our school has noticed that our former ELLs have a deficiency in vernacular vocabulary and standards associated with language acquisition. For example, many former ELLs struggled with answering questions related to these standards:

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

o CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.\*

o CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

As a result of these findings, we now have a school-wide inquiry group focusing on the lowest third of this target group. We have a small group instruction that is targeting this growth in 3rd and 4th, and our extended day sessions target this population.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Based on information on the child's educational history and background, and in collaboration with the parent interview, all content

area teachers teach in such a way that they are building the student's English language skills. In grade meetings when constructing lessons within units, we are constantly considering what the visual and kinesthetic needs might be so we can address them and imbed supports. Additionally, the two people with ELL expertise on our staff lead intervisitations and walk-throughs to provide feedback on supports that exist in each of the classrooms on a monthly basis.

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. At this time, our school does not offer a dual language program.

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

In addition to NYSESLAT, we keep a digital portfolio on each ELL student with writing samples, reading goals, and math interviews. We use those to carefully assess their language development and adjust our instruction.

## 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](#).)

When parents are invited to register their children, they meet with our secretary who provides them with all the necessary forms. One of these is the Home Language Identification Survey. The HLIS is completed with the assistance of our ESL teacher, Anna Moshura, and an informal oral interview is conducted at the same time. When it's determined which language is needed, Anna Moshura, our ESL teacher, confers with administration to be sure that any languages she does not speak are provided by an outside interpreter. After parents submit their paperwork, the secretary and the ESL teacher look over the HLIS, paying close attention to questions 1-4 and 6-8. The HLIS, in conjunction with the oral interview held by our ESL teacher, Anna Moshura, is used to establish the HLIS code. Based on these responses to the LAB-R Eligibility questions, it is determined whether the student needs to be administered LAB-R (NYSITELL). Then the child is put on the list to be administered LAB-R within the first ten days of admission. Next, the LAB-R is administered by our ESL teacher, Anna Moshura; since we have no Spanish speaking ELLs, the Spanish LAB-R is not administered. Our ESL teacher is fluent in Russian, Hebrew, and Ukrainian. The LAB-R is scored and answer documents are submitted to the state.
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.

One of our structures in place is the orientation meeting that all parents of ELLs are invited to attend. The orientation is led by the principal (Donna Taylor) and ESL teacher (Anna Moshura). During this orientation, parents watch a DOE provided video that outlines the services available. Then, the principal and ESL teacher give an overview of the programs, describe what's available at our school, and open for Q & A. The parents are given a Program Selection Form to list their choices in order of preference. As soon as we identify our ELLs through LAB-R, invitation letters and e-mails are sent to families inviting them to attend the orientation meeting which occurs within the first three weeks of school.
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 [\[see tool kit\]](#).)

Our school ensures that entitlement letters are distributed and parent survey and Program Selection Forms are returned by keeping an open line of communication between the families and the ESL teacher. The families are reminded to return all necessary paperwork via e-mail and then a phone call when necessary. During that time, they're invited to ask any lingering questions that

might keep them from returning the forms. The forms are collected by the ESL teacher, reviewed, and then submitted to our secretary who inputs that data in ATS and stores the forms in the secure black box associated with the class assignment.

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.

Parents who choose to accept seats at our citywide gifted and talented school do so because they desire their children to be mainstreamed into a classroom where ESL is provided on a push-in basis.

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 NYSESLAT is administered by our ESL teacher, Anna Moshura. Using the RLER report from ATS, eligibility for the NYSESLAT is determined. We use the NY State NYSESLAT published memoranda which outlines all the steps of the NYSESLAT administration to ensure that our four components of the NYSESLAT are administered in the timeframe outlined.

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. 

Since we are a citywide gifted and talented school, the majority of our ELL parents are at this school because they want their child to be in a mainstream classroom where ESL services are incorporated into the daily instruction. Parent trends for our five years have been that families select free-standing ESL as their first choice. Our ESL teacher and administration meet with parents to discuss what they're preferences are and what is available at the school to help manage expectations and understand trends.

## 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])?

In Kindergarten, we currently service ELLs through the instruction of their main classroom teacher, who is a certified ELL instructor. In first and second grade, we use the push-in model where an ESL-certified teacher collaborates with the classroom teacher to turn-key specific strategies that are targeted toward growth for our ELLs.

In Kindergarten, ELL students are in the same class with the main population. Their classroom teacher (ESL certified) pulls ELLs for small-group instruction based on their needs and content area. At times, those groups are of mixed-proficiency levels and others are homogenous depending on the need. In first and second grade, students are grouped based on their proficiency level for the morning extended program, and heterogeneously for the regular classroom instruction where specific strategies established through collaboration with the ELL teacher are incorporate into teaching.

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)?

Through small group instruction, extended day, lunch time intervention and collaborative staff teaching, we log hours on a spreadsheet to be sure mandated number of instructional minutes is provided according to each proficiency level. In this case, 360 minutes for our beginner/intermediate students, and 180 minutes for our advanced students, which is mirrored during our ELA instruction. This includes our 7 beginner students and 3 advanced in kindergarten, all 6 advanced students in first grade and our 2 advanced in second grade.

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.

Within each of the grades and classrooms at BSI, we use the balanced literacy and workshop model. Content is taught in English, the approach is an inquiry based approach incorporating known best practices that provide visual and other targeted support for ELLs. These known best practices include, but are not limited to, Total Physical Response (TPR), visual support, hands-on learning and a print-rich environment. During grade-level meetings and weekly vertical planning meetings, these teaching moves are evaluated and aligned to the CCLS for Listening, Speaking, Reading and Writing.

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

Despite the fact that our children test in to the 99<sup>th</sup> percentile and tend to learn English quickly, our ESL teacher confers with all the Russian students in their native language on a weekly basis to ensure that they are appropriately assessed. For those students who speak languages other than Russian, we employ Teaching Assistants who speak Cantonese and Mandaring and meet with the children to assess them on a monthly basis.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

As an inquiry-based school, much of our assessment is formative. Students have the opportunity to share what they know and are able to do and be assessed according to student-friendly rubrics in each of the four modalities. This is no different for our ELLs. On a weekly/monthly basis, our ESL teacher assesses all ELLs in Listening, Speaking, Reading and Writing. For our formal assessments in the four modalities, our ESL teacher has created assessments aligned to the NYSESLAT to determine where holes in our understanding or teaching may exist. These are administered on a monthly basis.
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 have never had a SIFE student, our instructional plan would be to use formative and summative assessment to learn where the gaps in a given students learning were and target instruction in a compact and accelerated manner to address those needs. All of our kindergarten ELLs have been in US schools for less than three years and each of the answers to all of the questions aforementioned address our approach. All of our newcome ELLs are placed full time in a classroom with an ESL teacher. Our students have historically

tested out of ELL services within two years. We have never had long-term ELLS.

As mentioned, we know that our former ELLs have a deficiency in vernacular vocabulary and standards associated with language acquisition. For example, many former ELLs struggled with answering questions related to these standards:

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

As a result of these findings, we now have a school-wide inquiry group focusing on the lowest third of this target group. We have a small group instruction that is targeting this growth in 3rd and 4th, and our extended day sessions target this population. To support our formal ELLs up to two years, we have instituted practices like Readers' Theater, Turn & Act, explicit vocabulary instruction prior to Read Aloud, explicit instruction of math vocabulary prior to math mini-lessons, to ensure ELLs have access to content being taught.

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?

We have two ELL-SWDs, one who is a speech student and one who is a selective-mute. The speech student is serviced by the speech therapist. Our selective mute student has been a participant in small group targeted activities that focus on listening and speaking and will continue to be part of a small group extended day intervention to continue to address his specific needs.

Related-services personnel and administration meet bi-weekly to review and assure that all ELL-SWDs receive mandated services as outlined on their IEPs. For both of our ELL-SWDs, we use carefully designed listening center with a built in microphone as well as extensions to the lessons on interactive white board, including programs like Explore the Code and Reading A to Z.

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 of our services embrace the push-in model. Children are constantly mainstreamed in gen-ed classes with their peers where their individual learning targets are addressed through small flexible groups. Therefore, our ELL-SWDs are with non-disable peers all day long, involved in the same tasks and classroom setting.

**Courses Taught in Languages Other than English ⓘ**

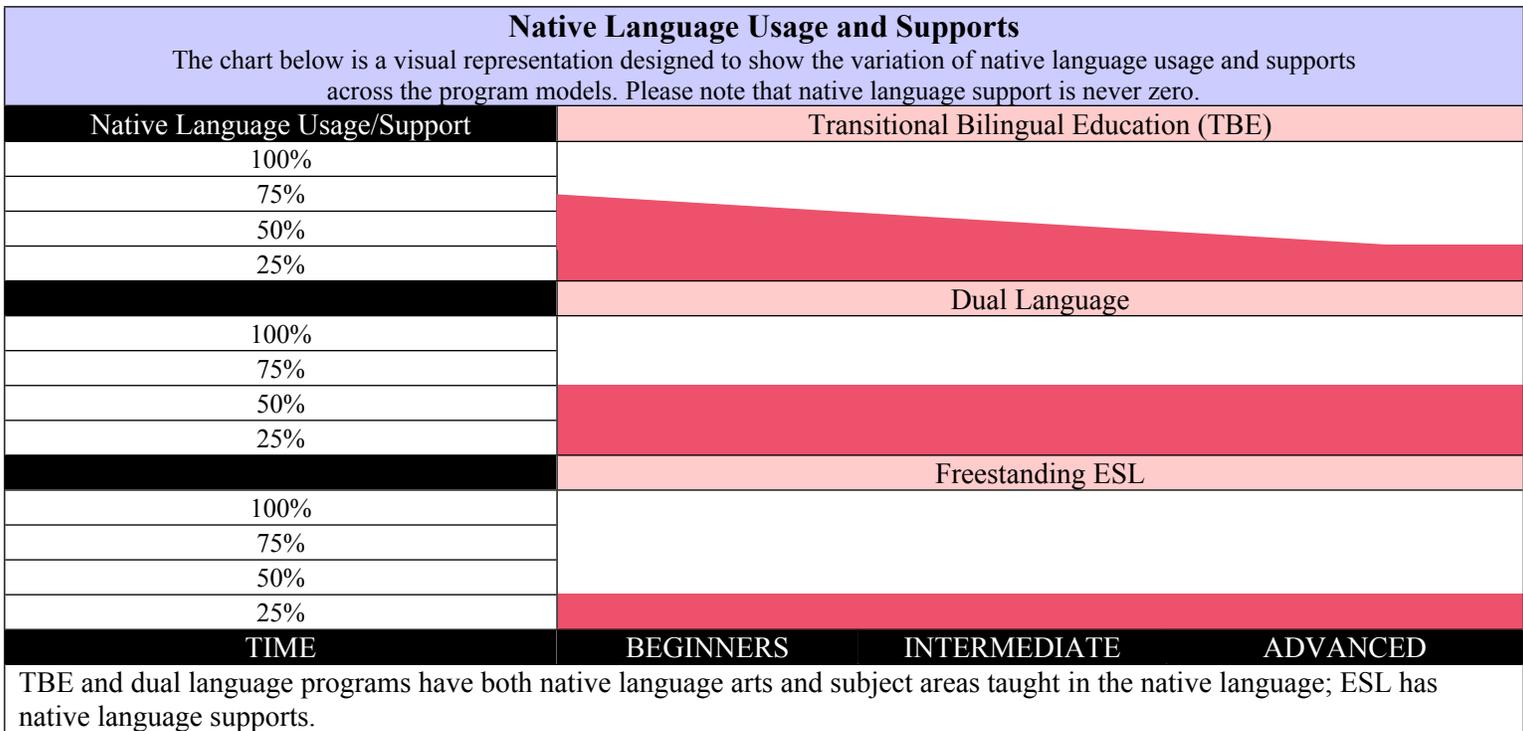
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

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



## B. Programming and Scheduling Information--Continued

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.
- We work with ELLs in English during extended day, lunch and in small groups through out the day, every day of the week. Our intervention services include work with a licensed ESL teacher in all content areas, using Foundations and teacher created materials to specifically work on phonemic awareness to build their capacity in the 41 phonemes of the English Language. During Read Aloud and Math, we do small group intervention that includes explicit teaching of pertinent vocabulary complete with visuals to support instruction. To enhance mathematics instruction, we use Just Right math games that encourage academic language development that are based upon results of our one-on-one math interviews. In Social Studies and Science, we use centers and group students according to their needs within the content area and language development. The centers change as student's needs evolve.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Sixty-five percent of our ELLs test out of services within the first year. Teachers review ARIS data to determine who their current ELLs and former ELLs are. Assessment is ongoing: we use Foundations and F&P assessments along with in-house created assessments for literacy, one-on-one math interviews, and pre- and post- assessments for each academic unit (including Social Studies and Science.) Data is reviewed on grade-level teams on a weekly basis and on vertical teams on a monthly basis. This data is used to modify the current and following units of study as appropriate.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have two study groups centered around ELL instruction, one for K-2 and another for 3-5. One thing we are trying in all grades is something called Turn and Act vs Turn and Talk. This involves more action on the part of students that helps them really understand vocabulary. Another thing we're doing a lot of this year is readers theater. In each classroom, we have interactive word walls with visuals, on magnetic boards so children can take these words and visuals with them to their work areas. One of the small group strategies we are trying is Glass Analysis, which is a word construction interactive game. Another activity is Rainbow Ladder, where students need to sequence related words in their order of intensity.
12. What programs/services for ELLs will be discontinued and why?
- We would always continue to use these and any other new programs we discover to reach all modalities of learning.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have a parent-paid afterschool program that offers language support to our ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use Dragon Dictator, iPads and laptops with attendant APPs for ELLs and SmartBoards in every classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have parent volunteers who take Learning Leaders Training and come in to support our ELLs in their native language on a weekly basis.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ALL of our ELLs are in K-2, and all services are geared toward early childhood.
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.
- During registration, we gather various materials to encourage socializing between students and foster a smooth transition to the new school culture. Students have a chance to get to know other incoming students, spend some time with a few staff members, and tour the school. This also gives us an insight on their language development and ELL needs. For our newly enrolled ELL students, we buddy parents up before the beginning of the school year with members of the current parent body with similar backgrounds. These partnerships are intended to help families acclimate to our school culture. We organize play dates by geographic and native languages for all new students. Since we are a citywide G&T school, we do not take any new students in after our initial enrollment in the summer.
18. What language electives are offered to ELLs?
- We are a K-5 school and do not offer any foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

Our Network offers ELL PDs periodically that our ESL teacher attends, and we have engaged an independent consultant to offer additional support as needed. During each of our grade level planning meetings on a weekly basis, we consider what the needs of ELLs are as they relate to the CCLS so we are sure to embed activities that will create access points for all of our students including our ELLs. Our Network staff and independent consultant come to our school to provide the additional hours needed as per Jose P, and we use our SBO half days and SBO 75 minutes per week to schedule these sessions. We have an inquiry group focused on how to support ELL learners (current and former) in all academic subjects. The inquiry group shares their findings with the rest of our staff in our afternoon PD times on Thursdays. We have cross-grade vertical planning meetings monthly as part of our professional development plan for ELLs. When our K-2 math coaches work with our teacher teams (on average every 6 weeks) a portion of the time is devoted on how to support (current and former) ELLs within the curriculum. Our 3-5 math coach meets on a weekly basis with each grade team to discuss how to support former ELLs within the curriculum.

We are a K-8 school, and so will provide guidance as our oldest class of 5<sup>th</sup> graders transition to 6<sup>th</sup> grade. All of our students have transitioned out of ELL services by end of 3<sup>rd</sup> grade. When grade teams meet to discuss students and their transition to new grades, teachers focus on former ELLs and consider them as a subgroup in their planning. To help staff in this process, we have engaged an independent consultant to offer additional support as needed. Each year we devote several half-days of PD focused around servicing ELLs within the classroom. These agendas are on file.

## 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?

Teachers invite ELL parents to take part in the classroom by reading aloud in their native language as well as teaching about their customs and culture. They are also invited to visit and spend time with the class. Most of our ELL families are Russian and our Parent Coordinator is Russian and fluent in both English and Russian. Our PC and ESL teacher translate as needed for our Russian-speaking families. For other languages, we consult with Teaching Assistants and utilize the DOE language services. Our PC meets with our ELL families monthly to be sure all school communications are understood by all families. She sends out surveys to families to gauge their needs. The teachers pay close attention to any potential needs of ELL parents and/or families and work with our PC to make sure that those needs are met. Additionally, through our Learning Leaders Program, we offer training to our ELL families so they can participate in all classroom activities. We evaluate the needs of the families through a series of survey monkeys we design each year for the specific purpose of understanding their needs and creating programs to satisfy them. We also offer monthly meetings to help ELL parents understand how they can help their children at home. These meetings are run by the ESL teacher. We have noticed that many of our ELL parents do not feel comfortable speaking English so we have decided to support them by providing the opportunity to them to do Read Alouds and any other activities that they might be interested in leading in their native language.

## 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: Brooklyn School of Inquiry**

**School DBN: 20K686**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Taylor	Principal		11/14/13
Nicole Nelson	Assistant Principal		11/14/13
Maryana Sigalova	Parent Coordinator		11/14/13
Anna Moshura	ESL Teacher		11/14/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **1** Network: **CFN102**

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

**Part A: Needs Assessment Findings**

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

At registration, after completion of the HLS form we determine which families may require translated documents in their native language. To date, we have discovered that some families require documents in Russian. Each year, we translate our Parent Handbook into Russian and disseminate accordingly. Additionally we reach out to families for PTCs to be sure that those families that require translation have a translator available for that conference.

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.

Again, it is determined at registration what translation needs exist, and based on those needs we announce to the school population how and where translated documents can be found on the school's web site and who at school can be contacted to be arranged for oral translation.

## Part B: Strategies and Activities

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

Since we have a large Russian population, many parents at the school are bilingual and have volunteered their translation 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.

Some of our families require Mandarin or Cantonese interpretation for conferences and we have a school psychologist who is fluent in both and is able to provide appropriate translation when necessary.

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>.

At the onset of each school year, the "Bill of Parent Rights and Responsibilities" links are provided to all parents so they may read in their native language what they are entitled to. In the main hall at our school, there is a sign posted in Russian and Mandarin indicating the availability of interpretation services. Our safety plan includes procedures for ensuring that parents in need of language access services have access to the school's administrative offices in their native language.