



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN ARTS AND SCIENCE ELEMENTARY SCHOOL
DBN (i.e. 01M001): 17K705
Principal: SANDRA SOTO
Principal Email: SBEAUVO@SCHOOLS.NYC.GOV
Superintendent: BUFFIE SIMMONS
Network Leader: ROXAN MARKS

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
Sandra B. Soto	*Principal or Designee	
Sarah Abodunrin	*UFT Chapter Leader or Designee	
Kelly Bare	*PA/PTA President or Designated Co-President	
	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	
Nia Haggwood	Member/ Staff	
Alaina Gaines	Member/ Staff	
Karen Jones	Member/ Staff	
Belmarys Sosa	Member/ Staff	
Amanda Frontany	Member/ Parent	
Melissa Thornton	Member/ Parent	
Brandi Goodman	Member/ Parent	
Michael Sclefani	Member/ Parent	
Erna Thezine	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
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.

Teachers will improve their overall effectiveness and impact on student learning as measured by the use of the Danielson Framework for Teaching and learning. By June 2014 75% of Classroom Teachers will be rated effective in component 3b.questioning and discussion.

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.

Based on teacher observation data collected through Danielson pilot last year, component 3B was an area of need with fewer than 50% of teachers scoring at the effective level in this component based on teacher observation. This is also in line with the city-wide instructional expectations and our instructional focus around the productive struggle. Questioning and discussion are levers for providing access and cognitive rigor 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. Use of Visual Thinking Strategies as a scaffold into student-centered questioning and discussion. VTS was a major component of the Artful Citizenship project and the study produced significant findings about the efficacy of the VTS curriculum. Students who received VTS for three years had significantly higher growth rates in visual literacy than comparison group students; there was a strong relationship between growth in visual literacy and growth in both reading and mathematics; VTS promoted good citizenship skills, cooperation, respect, and tolerance for the views of others; and VTS was especially effective with students with limited English proficiency. The study concluded that curriculum enhancements like VTS, may be the best test preparation the schools can provide.
2. BASES Acronym – Our instructional expectations were collectively developed with the staff in the form of an acronym. The E stands for evidence based analytical responses which supports questioning and discussion.
3. Discussion Behaviors for students and teacher/facilitators
4. Group discussion rubrics developed by teacher teams
5. Curriculum and Lesson plans include key questions

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

1. VTS Visual Image database and rubrics. Teachers on every grade went for PD last year and serve as resources this year. Technology used to facilitate viewing of images include laptops, projectors and whiteboards. There are VTS viewing stations set up in the library and in room 221 so that teachers who don't have projectors can easily access images from the VTS website.
2. Monday Enrichment Days are set up for extended teacher planning and collaboration. Every teacher gets 3 consecutive periods to plan and collaborate with their grade. This year we have expanded this to include intervisitation and peer feedback. In addition, the extended day period on Mondays is set aside for the purpose of looking at student work and data analysis
3. CITE Behavior Management Consultant to further refine teacher practice (see goal #3)

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

1. Baseline VTS writing task was administered on September 16th. An interim assessment will be administered at the conclusion of the 10 Week Intensive the last week in February. 60% of students will make observations with interpretation and evidence "often" as per the VTS Writing Rubric.
2. Monitor teacher progress toward meeting this goal by utilizing the ADVANCE system as a tool to determine teacher growth and next steps in meeting the 75% target.

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

1. VTS – 10 Week Intensive started on November 18th and will end on February 24th.
2. CITE consultant support beginning January 2014
3. Monthly and ongoing intervisitation through June 2014.

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

1. Because of the positive effects we observed in our lowest performing first graders last year, we have elected to frontload VTS this year over the course of 10 weeks. Projectors and laptops are set up in two locations for classes to come and use for 10 consecutive Mondays.

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).

VTS Key questions shared with parents in fall Newsletter. Learning Leaders presented parent workshop on Common Core Standards focusing anchor standards.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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

Goal and Action Plan #2

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

Annual Goal #2

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

Raise student academic achievement in Reading. 75% of students will increase their reading level the equivalent of a year or more by June 2014 as measured by TCRWP reading levels.

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.

50% of the school was reading at level 1 at the September baseline assessment. We reduced the percentage of level 1's to 45% by the November benchmark. In addition, our school environment survey showed that teachers felt the academic expectations could be higher and be made clearer to all constituents.

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. Independent reading as the core of the literacy block is a research based strategy for improving reading achievement. This year the goal is to have students in grades 1-4 read for a total of an hour a day between home and school; 30 minutes in school and 30 minutes at home for a total of 5 hours a week.
2. Reader's Theater – Reader's Theater is used as a tier II intervention in grades 1-4. This research based strategy addresses fluency and comprehension.
3. Reading Rescue- Similar to Reading Recovery this intensive intervention program targets Kindergarten and First graders lacking the readiness skills to reach grade level by the end of the year. It focuses heavily on phonics and decoding skills.

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

1. 100 Book Challenge presented PD on successful implementation of independent reading. We launched the school year with a unit on independent reading that culminated in a Readathon.
2. Scheduled 2nd period Literacy Power Hour. All out of classroom instructional staff push-in to classes to work with Tier II small groups.
3. Purchase of Reader's Theater materials and out of classroom teachers pushing in to run these groups during the 2nd period power hour two times a week.
4. Over the summer 8 of our paraprofessionals were trained in the Reading Rescue approach. In addition to the one on one student they work with during the day, they work with an additional student during extended day.

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

1. Student reading logs reflect 30 minutes of in class reading. Benchmark running records taken in November, January and March show progress toward the target of a year+.
2. The students participating in Reader’s Theater will demonstrate more than a year’s progress as measured by their running records.
3. After 17 weeks of intensive participation in Reading Rescue, targeted students will be on grade level as measured by TCRWP running record assessment.

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

1. Independent reading is an ongoing practice launched with our Readathon at the beginning of October through June 2014.
2. After each TCRWP running record assessment, continued participation is determined. Students should be at a level 3 on the benchmark to discontinue Reader’s Theater.
3. After 17 weeks of intensive participation in Reading Rescue, targeted students will be on grade level as measured by TCRWP running record assessment.

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

1. All classes grades 1-4 have ELA periods 1-3. This frees cluster teachers to push in during second period to reduce the student to teacher ratio with Reader’s Theater. The paraprofessionals pull out their one-to-one student during the literacy block as well. This extended period dedicated to ELA also facilitates a 30 minute independent reading time.

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).

Reading Logs that go home daily for parents to sign. Parents also participated in Readathon fundraiser in September aimed at building reading stamina. Learning Leaders presented a Common Core workshop to acquaint parents with literacy expectations

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

Create a safe and respectful environment for all stakeholders: students, staff, and parents. Our objective for Year Two is that 80% of our school community reports that they feel safe and respected when responding to the school environment survey.

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.

Based on our school environment survey which showed we were comparable to the city-wide average for safety and respect, we see an opportunity for improvement.

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. According to the What Works Clearinghouse, classroom behavior plans are the most effective research based practice for managing student behavior. Classroom behavior plans provide feedback to students and parents on how well children are doing with following class norms. Teachers regularly communicate with parents via folder or notes home.
2. As part of a school-wide positive behavior intervention and support plan, students can earn Brooklyn Arts and Science Elementary School (BASES) bucks. When they

- demonstrate the habits of mind- or show effort in an area of self-management they've struggled with, students earn BASES bucks they can redeem in our store.
- During each of six units for the year, students are explicitly taught two habits of mind (HOM), propensities that support college and career readiness. They are given strategies for developing these habits and are assessed on how they are doing using teacher created checklists.
 - Social work intern team. This year our staff social worker supervises 6 interns who each report 3 days a week. In addition, we have a part time social worker who sees some of the mandated cases. Each of the interns is assigned to a grade to do some small group mediation and crisis intervention. In addition, each one has a day that they are assigned to cover any student behavior that requires guidance intervention.

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

- Last year teachers did a good deal of collaborating on classroom and school-wide behavior management. They all have a four level classroom management system that guides their students to the desired behavior. These structures are effective for 80% of our students and require minimal redirection.
- The BASES bookstore is run by parent volunteers. It requires an initial outlay from the school to stock but also uses donated small toys as incentives. It operates once a week on Fridays.
- In addition to the classroom instruction on the HOM. We have a teacher who comes in once a week to engage students in literacy activities that support the HOM's for that unit. This is sometimes a read-a-loud followed by discussion or a reflection activity.
- The social worker we have on staff is an LMSW and as such, is able to supervise graduate and undergraduate level students. In addition to this full-time employee, we have hired another social worker one day a week to alleviate the mandated case load from our full-time social worker. This frees her to provide proper oversight to the interns and intervene in crises as they arise.
- We have hired a consultant from the Center for Integrated Teacher Education (CITE) to work with the classes that have a consistently higher number of occurrences than others. The consultant will come for an initial 5 sessions with the option of extending his work with our staff if needed.

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

- Teachers complete Exit Logs on a daily basis. These logs allow administration to stay on the pulse of what is happening in each class. These logs include anecdotes of student behavior. We tally the incidents for the month and compare to prior months. We are also able to use this information to identify where the problems are. We are also able to compare tallies from this year with end of the month tallies from last year to see if our interventions are working.
- The DOE monitors discipline and safety occurrences using the Online Occurance Reporting System (OORS). We look at monthly summaries to assess progress against the previous month and year.
- HOM Progress reports are prepared to send home to families. This feedback captures in narrative form how are students are doing in response to the HOM program.

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

- Ongoing September through June.

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

- The social worker we have on staff is an LMSW and as such, is able to supervise graduate and undergraduate level students. In addition to this full-time employee, we have hired another social worker one day a week to alleviate the mandated case load from our full-time social worker. This frees her to provide proper oversight to the interns and intervene in crises as they arise.
- Our Monday Enrichment day supports many of the initiatives we've introduced. The HOM teacher comes in on Mondays and is offered as an enrichment. While she works with classes, the CITE consultant can work with the teacher that has been freed to participate in professional development.
- Every Monday during extended day our teachers look at student work in five areas of achievement. One of the five is HOM. The teachers collaborate to decide on "look-fors" for each habit so that assessment and expectations are clear and can be taught to the students.

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).

HOM Progress report is sent home quarterly. The first was sent home on Nov. 8th the remaining three reports go home on Jan. 3rd, March 14th and May 9th respectively. The habits of mind are explained and each student's progress in the identified habits are shared in narrative form.

Regular feedback on student behavior is shared with parents.

Back to School Night is an opportunity for teachers and parents to meet and share expectations and have questions answered. This event was held on September 18th

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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

--

Goal and Action Plan #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.
 Develop our Habits of Mind Initiative to improve the academic and personal behaviors identified in the city-wide instructional expectations.

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 academic and personal behaviors identified by the city are the 21st Century skills employers have indicated they look for in employees. These behaviors are included in the 16 Habits of Mind (Costa and Kallick) we focus on.

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. During each of six units for the year, students are explicitly taught two habits of mind (HOM), propensities that support college and career readiness. They are given strategies for developing these habits and are assessed on how they are doing using teacher created checklists.
- 2.

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

1. In addition to the classroom instruction on the HOM. We have a teacher who comes in once a week to engage students in literacy activities that support the HOM's for that unit. This is sometimes a read-a-loud followed by discussion or a reflection activity.
- 2.

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

1. HOM Progress reports are prepared to send home to families. This feedback captures in narrative form how are students are doing in response to the HOM program.
2. Student self-assess twice a year using a school-wide common framework.
3. Student led PTC in March

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

1. Ongoing

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

2. Our Monday Enrichment day supports many of the initiatives we've introduced. The HOM teacher comes in on Mondays and is offered as an enrichment. While she works with classes, the CITE consultant can work with the teacher that has been freed to participate in professional development.
1. Every Monday during extended day our teachers look at student work in five areas of achievement. One of the five is HOM. The teachers collaborate to decide on "look-fors" for each habit so that assessment and expectations are clear and can be taught to the students.

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).

HOM Progress report is sent home quarterly. The habits of mind are explained and each students progress in the identified habits are shared in narrative form. Parent participation in the student led conferences (SLC).

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Foundations – Phonics Intervention Program 2. Leveled Strategy Groups – Small groups based on need or skill or strategy 3. Ready skills based supplemental instruction program 4. Reader’s Theater 5. Reading Rescue 6. VTS – Visual Thinking Strategies 	<ol style="list-style-type: none"> 1. Whole Class and Small Group 2. Small group 3. Whole class, Small group and one on one 4. Small group 5. One on one 6. Whole Class 	<ol style="list-style-type: none"> 1. During School Day 2. During School Day and Power Hour 3. School Day 4. School Day Power Hour 5. School Day and Extended Day 6. School Day
Mathematics	<ol style="list-style-type: none"> 1. I-Ready – Online math intervention program 2. ST Math 	<ol style="list-style-type: none"> 1. Small group 2. Individual 	<ol style="list-style-type: none"> 1. Extended Day 2. School Day and Extended Day
Science	Leveled strategy groups-Small groups based on strategy, skill or other specific need	Small group	School Day
Social Studies	Leveled strategy groups-Small groups based on strategy, skill or other specific need	Small group	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk counseling Strategies Groups (anger management, social skills, etc.	<ol style="list-style-type: none"> 1. One on One and Small Group 	During 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.

Recruitment

- Our pupil personnel secretary will work closely with our CFN -401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors will continue to be assigned to support new and struggling teachers.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers.
- Teachers will only be programmed based on their area of expertise and licensing.
- We will reach out to our CFN-401 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.

Retention, Assignments and Supports

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

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).

- Send teachers to city level professional development that support city-wide instructional expectations
- Send staff to Network level PD to support pedagogy and curricular needs
- School level planning, collaboration, inquiry and intervisitation on a regular and ongoing basis.
- Paraprofessional meeting calendar that outlines structure for regular support and collaboration including the use of

- protocols.
- Consultants provided to support staff with specific initiatives.

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.).

- Funds for STH are used to meet basic personal and academic needs like supplies, uniforms, subsidizing trips and other special events.
- SETTTS and AIS provider
- Full time and F-Status social workers to support social and emotional needs of students
- Supplemental academic resources for tier II and III intervention

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.).

- Registration Team comprised of various staff members to assess potential needs of incoming students and families
- Principal interview with families
- Family Fun Fridays
- Class parents to facilitate communication
- Vertically aligned curriculum beginning in PreK and PD across grades.
- Pre K to Kindergarten orientation
- New Families Orientation

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.

- MoSL committee evaluated and selected local measures of student learning
- Teachers collaboratively create end of unit performance tasks and rubrics
- Beginning of Year PD on Data Driven Instruction
- Weekly grade level team meetings around looking at student work and deep-dive analysis
-

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 705
School Name Brooklyn Arts and Science		

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 Sandra Soto	Assistant Principal Erica Broadbent
Coach	Coach type here
ESL Teacher Jonelle Benjamin	Guidance Counselor
Teacher/Subject Area Ms. Keene/ Kindergarten, DL	Parent Ms. Bryant Archie
Teacher/Subject Area type here	Parent Coordinator Elizabeth Maldonado
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	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	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)	220	Total number of ELLs	27	ELLs as share of total student population (%)	12.27%
--	------------	----------------------	-----------	---	---------------

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	3	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
Dual Language	8	0	3							8
ESL	16	1	4	3	0	2				19
Total	24	1	7	3	0	2	0	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	3	25	5	19															8	44
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	3	25	5	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	44

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): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 16 Asian: 3 Hispanic/Latino: 24
 Native American: 0 White (Non-Hispanic/Latino): 8 Other: 1

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	1	4	1	4									12
Chinese														0
Russian														0
Bengali	1		1	1										3
Urdu														0
Arabic		1	1	1										3
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	2	6	4	4	0	0	0	0	0	0	0	0	19

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)	1	1	1	3	0									6

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	4	4	1	3									14
Advanced (A)	3	2	1	0	1									7
Total	6	7	6	4	4	0	0	0	0	0	0	0	0	27

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	2	1			3
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	4								4
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.

P.S. 705 uses formative assessment programs such as TCRWP and Dibels/IDEL to assess the early literacy skills of our ELLs. The following information reflects data collected from these assessments.

Kindergarten: There are 6 ELLs. All students are Early Emergent readers.

Grade 1: There are 7 ELLs. All students are Early Emergent readers.

Grade 2: There are 6 ELLs. All students with the exception of one are Emergent readers, with reading levels ranging from D to I.

Grade 3: There are 4 ELLs. Three students are Early Emergent readers. One student is an Emergent reader, reading on a Lvl. G.

Grade 4: There are 4 ELLs. One student is an Emergent reader, reading on a level F. Three students are Early Fluent readers, with reading levels ranging from L-O.

The data reveals that with the exception of the Kindergarten ELLs, most ELLs are reading below grade level. All teachers are using this data to tailor their instruction. They are utilizing strategies that will enable students to meet and make progress. They are building differentiated classroom centers with activities that address specific deficiencies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Inclusive of all grades, there were 20 students who took the NYSESLAT exam. 60% progressed from a lower proficiency level to a higher one. About 25% dropped from a higher proficiency level to a lower one. Finally, 15% remained on one proficiency level. There are 7 ELLs who are new admits. The LAB-R results indicate that 3 students are Advanced and 4 are Beginners.
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 the AMAO tool and the RNMR report are not yet available, analysis of the patterns across the modalities cannot be determined at this moment. As soon as the AMAO tool and the RNMR report are made available, adjustments will be made to this report.

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?

This is P.S. 705's second year and there are currently, four 4th grade ELLs who took the state assessments in Spring 2013 as third grade students. The results indicate that all four students scored a level 1 on the state Math test. For ELA, one student scored a level 2 and two students scored a level 1. One student was exempt because she was a first year ELL. Students in the Free Standing ESL Program were provided a translated version of the Math exam. Students chose to take the exam in English. Throughout the school year, students in the Freestanding ESL Program are assessed in English. Formal assessments include running records which indicate that all ELLs are below grade level. When possible, ELLs' native languages are used to support classroom instruction. ELLs in testing grades are provided a glossary for content area subjects. There are bilingual dictionaries available for student use. Teachers also have native language library books in their classes.

For the Dual Language program, students are assessed using TCWRP and Estrellita. For the DL classes, students have fared better on the TCWRP assessments than they have on the Estrellita assessments. Dual Language teachers support native language through the 50/50 program model. They also provide Native Language instruction to the students.

The school's leadership is using data from formal and informal assessments to inform academic instruction in order to provide students with the most effective intervention and support services.

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](#).)

P.S. 705 has collected data from the 2013 ELA and Math state assessments, NYSESLAT, Running Records, school created assessments, anecdotal from the 2012-2013 school year to identify students who will benefit from RtI instruction. P.S. 705 has started a Reading Power Hour (Readers Theater) through which, students will receive intensive reading instruction. RtI is also done during Extended Day with the use of the RtI components of the Go Math curriculum. The school has also purchased iReady, an educational software program that focuses on Math and ELA instruction.

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

The teachers analyze data from formative and informal assessments to determine the second language development needs of the students. Teachers then tailor their instruction to meet the needs of the students. The ESL teacher often confers with the classroom teacher of ELLs about the academic and language needs of the students. This helps teachers to create instructional plans that develop weak modalities and amplify the stronger modalities.

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?

Teachers assess English Proficient students in the second (target) language using Indicadores Dinámicos del Éxito en la Lectura (IDEL). Data shows that EP students are at the Early Emergent level in the second language. P.S. 705 has a Kindergarten and a first grade Dual Language class. Therefore, there is no data for State and City Assessments.

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

Public School 705 uses the results of various assessments to evaluate its program for ELLs. For grades K- 2, success will be determined based on students progress in reading levels, teacher created assessments for the content areas, and students' performance on the NYSESLAT. In addition to the aforementioned measures of success, the results of the New York state assessments will be factored in for grades 3 and 4

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](#).)

1. P.S .705 implements an initial identification process to guarantee that all potential ELL students are accurately identified and timely placed. The principal, ESL and Dual Language teachers, and the Pupil Accounting Secretary ensure that the appropriate screening processes occurs. Upon registration, parents complete the Home Language Identification Survey (HLIS). Upon completion, the ESL teacher or a trained pedagogue reviews the survey. In the case where translation or interpretation is necessary, the Dual Language teachers provide translation and interpretation in Spanish. Additionally, the Home Language Identification Surveys are printed out in the languages provided by the NYCDOE and are made available to parents.

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

After assessing the home language (formal and informal interviews, parent survey responses), the trained pedagogue determines the student's home language and enters the appropriate language code into ATS. Eligible students are cross referenced with the ATS report RLER, which lists all students eligible for LAB-R and NYSESLAT Testing.

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

The LAB-R and Spanish LAB scan sheets are packaged by the testing coordinator/ ESL teacher, and delivered by the scheduled drop-off date to the school's Borough Assessment Office.

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

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

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

2. 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.

After students are determined as eligible for ESL services through LAB-R testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. First, parents receive an entitlement letter which lists their children's scores on the LAB-R, how the scores determine eligibility, and includes an invitation to an ELL parent orientation at the school. The entitlement letter is sent as soon as a student is determined eligible for ELL services. The letter includes a Parent Survey and Program Selection Form as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection form is to be returned to the ESL teachers at the time of parent orientation, which is held within 10 days of student admission to the school.

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

Parents then use the information provided in the orientation and fill out a Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. A placement letter is sent home to parents describing their child's placement in the programs offered by the school.

If the population criteria is met to form a DL or TBE program during the school year, the school will make notify parents of the programs' availability.

The personnel involved in parent orientation sessions for ELLs include the school's Parent Coordinator; the ESL and Dual Language teachers, on-site translators for Spanish speakers; and we enlist services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site.

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 [\[see tool kit\]](#).)

Parents receive entitlement letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the LAB-R and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them. Parents have until the date of orientation to return the letters to the ESL teacher.

Entitlement letters also include a Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions. The letter asks parents to return the Parent Survey and Program Selection Form by the date of orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an orientation session. In the case that parents do not respond to the second Entitlement Letter, a telephone call is made to parents, during which the program choices and placement procedures are discussed and parents can choose their desired program for their children.

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

The original copies of the completed Parent Survey and Program Selection forms are secured in the cumulative records of each child. The ESL teacher keeps a copy of the forms in a binder.

Additionally, students who are current ELLs, who took the NYSELSAT during the previous school year, and did not achieve proficiency, receive a Continued Entitlement letter. Letters are sent to parents in the available translated versions. Copies of the letter are kept in a binder by the ESL teacher.

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.

As per CR Part 154, the default program for ELL students is Transitional Bilingual Education, not Freestanding ESL. A freestanding ESL program is implemented in those school buildings with an enrollment of fewer than 20 pupils of the same grade level with the same or different native language which is other than English. Since the school does not have a TBE program, students are placed in the best available program, which is Freestanding ESL. P.S. 705 has a Spanish Dual Language program for Kindergarten and first grade. Spanish speaking Kindergarten and first grade Spanish speaking ELLs are placed in this program. All communication is presented, when possible in the students' home languages and the parent's preferred language of communication. Additionally, parent choices are recorded within 20 days in the ELPC ATS screen.

Since there are no Dual Language classes for grades 2, 3, and 4 parents of ELLs who choose Dual Language as their first choice are provided with information regarding schools that offer the program of choice. If parents decide to choose the program available at P.S. 705, a placement letter is sent home to parents describing their child's placement into the school's ESL Program. Parents are not given the option to withdraw their children from the ESL program as per CR Part 154.

For students who are continuing in service from the previous school year, a Continued Entitlement letter is sent to parents. Again, the letters are sent when possible, in the home language of the child.

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.

Each year, the ESL teacher(s) meets with the testing coordinator and the school's administration to map out the tests for the school year. The teacher refers to the RLER report from ATS. This report lists all the students who are eligible to take the NYSESLAT exam. The RLER is cross checked with reports such as the admissions and discharge reports to ensure that all ELLs present in the school are given the opportunity to take the exam. A month before administration of the test is to commence, the ESL teachers create a schedule that is reviewed by the school's administration. The schedule includes the approximate dates for each subtest; the names of each student that is being tested; the pedagogue that is assigned to each test group. Students are divided into groups according to grades, and accommodations (IEP students with testing accommodations). In the event that any student misses a testing session, make up sessions are included on the schedule. Students are always allowed to take a make-up as long as it is within the given testing window.

The schedule also includes time allotted to train pedagogues who will administer the NYSESLAT.

Additionally, a letter is sent to each parent in their home language (if available), informing them that the NYSELSAT will be administered to their child.

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. ⓘ

As P.S. 705 is in its 2nd year of existence, the data available to determine trends from the Parent Survey and Selection forms is limited. For the 2012-2013 school year, there were 7 ELLs in Kindergarten. All parents chose the Dual Language program as their first choice. For 4 newly enrolled ELLs in grades 1-3, all parents chose ESL as their first choice. For this current year school year (2013-2014), there were 7 newly enrolled ELLs. There were three parent of a Kindergarten parents (Spanish) whose program choice was dual language. The parents of the remaining 4 students (K-3), chose Freestanding ESL as the instructional program. These are non-Spanish speaking parents.

The programs are aligned with the parent choices.

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])?

P.S. 705's Dual Language Kindergarten and first grade classes are organized in the 50-50 instructional model. Spanish and English are taught on alternating days. Native language instruction is provided one period each day. The Freestanding ESL program uses a combination of push-in and pull-out instruction. These models are determined according to the student population needs. As research indicates that the push-in model is the most effective, this model is utilized where possible. The ESL teacher provides push-in services to 2nd, and 4th grade students.

P.S. 705 uses a combination of heterogeneous and homogeneous program models for the formation of push-in and pull-out instruction. Some groups are organized according to proficiency levels and some groups contain mixed proficiency levels. Also, some small instructional groups are made of of students from three contiguous grades.

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)?

P.S. 705 has two Dual Language classes, Kindergarten and first grade. To ensure that all students receive the mandated amount of instructional minutes, the school uses the 50/50 instructional approach. Instruction in English and Spanish is done in on alternating days. Dual language teachers use ESL methodologies to instruct the ELLs . One period each day is designated to native language instruction. During this time, other teachers push into the Dual language classes. ELLs are instructed in their native language, while the other students are instructed in English. Dual Language teachers are able to service the Beginner and Intermediate ELLs for the required 360 minutes/week. They are also able to service the Advanced ELLs for the required 180 minutes/ week.

P.S. 705 has one ESL teacher who services students in its Freestanding ESL program. The ESL teacher also services ELLs in another school. P.S. 705 has 50 minute periods and through a combination of the push-in and pull-out models, the ESL teacher is able to service all proficiency levels for the mandated times.

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.

For the Freestanding ESL program model, content and standards-based curriculum is delivered in grades K-4. P.S. 705 uses a pacing calendar, aligned with the Common Core State Standards. The ESL teacher receives a copy of the curriculum and uses these materials to tailor the instruction in order to support students' content acquisition. The ESL teacher also collaborates with classroom teachers enabling instruction to be delivered in the areas of Math, Science, Social Studies as well as ELA.

In P.S. 705's Dual Language and Freestanding ESL programs, standard based curriculum and content are delivered across the grades. P.S. 705 ascribes to learning through inquiry, employing the use of Go Math and Full Option Science System (FOSS) for instruction in math and science. For grades K-2, a balanced literacy approach is used to instruct students in Social Studies and Literacy. For grades 3-4, Expeditionary Learning is the curriculum for ELA.

Additionally, P.S. 705 incorporates content instruction in its music and art programs. Field trips are organized to support the content instruction. The ESL and Dual Language teachers use a variety of strategies to deliver content that is comprehensible. Strategies include building schema, scaffolding content with text modification, pictures, videos, audio components, and technology.

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

When students enter the NYCDOE school system for the first time and LAB-R eligibility has been established, the LAB-R is then administered. Form B of the LAB-R, is administered to each child according to grade level, within ten (10) days of admission. Eligible students who are Spanish speakers are administered the Spanish LAB-R. In the Dual Language program, students are given formative (IDEL) and teacher made assessments in the native language. Additionally, for third grade ELLs, translated versions (Spanish) of the NYS Math assessment and Acuity assessments are made available to them.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? For the Spanish Dual Language program, teachers evaluate students in their native language using informal and formal assessments. Teachers use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and its Spanish version, Indicadores Dinámicos del Éxito en la Lectura (IDEL) to assess students. This is a literacy program that measures the acquisition of literacy skills of students in grades K-1.

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).

a. P.S. 705 has a plan of action in place in the event of Students with Interrupted Formal Education (SIFE) becoming a part of our school. Students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to their proficiency level. Additional ESL minutes may or may not be implemented, which will be at the discretion of the school and according to the needs of the SIFE student. Content standards and curriculum will be adapted to meet the challenges of SIFE students.

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

b. Newcomer ELLs are serviced as part of both heterogeneous and homogenous groups. Newcomer students will work intensively on listening and speaking upon arrival into the school system in order to build a strong base of “survival English”. For the Spanish Dual Language classes, teachers assess the students literacy levels in the NL in order to build upon any skills Newcomer students may transfer from their NL.

There is also support for Newcomers in testing grades who are expected to take the ELA exam after one year in the U.S. Support includes exposure to the format and nature of the ELA exams, opportunities to attend afters school programs, and building of literacy skills during content instruction.

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

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

e. P.S. 705 plans to support former ELLs by providing them with testing accommodations (time and a half) on assessments. ELLs will also be grouped once a week with current ELLs for instruction using ESL methodologies.

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?

ELLs with special needs are supported via close communication with the IEP teachers, one-one paraprofessionals, and other srvice providers. Together with the ESL teacher, students’ instructional plans are discussed, reviewed, and revised when necessary. Instruction may be revised as needed for the student and instruction is differentiated in alignment with the goals and objectives reflected on the students’ IEP. ELL-SWDs receive small-group instruction with general ed ELL students at the same level of English language acquisition, with use of methods, materials, and strategies that work to help all ELL students meet the standards. When necessary, materials and methods may be adjusted to meet the specific needs of ELL-SWDs.

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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
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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

For the Kindergarten and first grade Dual Language ELLs and the Beginner ELLs in the Freestanding ESL program, literacy intervention occurs via emergent literacy instruction in both English and Spanish.

The school has implemented the Reading Power Hour program. For one period each day, specialist and service providers push into all classrooms to conduct guided reading instruction.

Additionally, Math intervention is provided during the school's Extended Day program. During this time teachers push into classrooms, working with no more than 4 students in a group. Teachers use the RtI materials that accompany the Go Math curriculum. The school is also using iReady, Reading Rescue Tutors, and Spatial Temporal Math (ST Math) as intervention tools.

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 effectiveness of the school's current programs are reflected in the progress students made during the 2012-2013 school year. P.S. 705's current programs (Dual Language and Freestanding ESL) are successful in that they are both tailored to meet the needs of the ELLs. All teachers, including the ESL and Dual Language teachers ensure that instruction is planned using the CCLS. Additionally, teachers use data from the NYSESLAT, LAB-R, state ELA and Math exams, other informal and formal assessments to to group students for optimal academic success.

Additionally, ESL and Dual language teachers tailor the curriculum to meet the needs of the ELLs

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

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

P.S. 705 is excited to implement new programs for the 2013-2014 school year. The school will be using Reader's Theater for its daily Reading Power Hour. It will also be using Reading Rescue Tutors, 100 Book Challenge, I-Ready and Spatial Temporal Math (ST Math). ST Math is a brain based math program that is all visual.

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

This year, P.S. 705 will not be partnering with Learning through an Expanded Arts Program (LEAP).

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

Extracurricular activities at P.S. 705 including Wingspan Afterschool Program and Friends of Crown Heights are offered to all students, including ELLs. P.S. 705 purchased the iReady program for ELA and Math support. ELLs take part in this program during Extended Day. The school also purchased ST Math for math support. This is an online program that ELLs use to strengthen math skills. Finally, P.S. 705 has partnered with Reading Rescue. This is a tutoring program and ELLs are receiving one to one reading intervention services.

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

P.S. 705 uses the inquiry based approach for instruction. Go Math is used for math instruction and Full Option Science System (FOSS) is used for science instruction. For social studies and literacy instruction, teachers (Grades K-2) create units based on the NYDCOE scope and sequence and develop their own materials for instructing students. For grades 3-4, social studies and literacy instruction is provided through the use of Expeditionary Learning (NYS's ELA curriculum). The ESL teacher collaborates with the classroom teachers and uses ESL methodologies to create materials to enhance students' comprehension of the content provided by the classroom teachers.

Teachers also use Ipads, Smartboards, and computers to enhance their instruction.

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

. For P.S. 705's Dual Language program, native language literacy instruction is provided one period a day, 5 days a week.

Additionally, in both the Dual Language and the Freestanding ESL programs, native language is supported through the use of classroom libraries. ELLs in the 3rd grade are provided with bilingual glossaries for Math, Science, and Social Studies.

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

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

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.

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

18. What language electives are offered to ELLs?

Currently, there are no language electives offered at P.S. 705.

19. For schools with dual language programs:

- a. 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)?

ELL and EP instruction at P.S. 705 is delivered through the Kindergarten and first grade Dual Language programs. The Dual Language program at P.S. 705 uses the 50/50 model for instruction. Students are taught in each language on alternating days. Students receive integrated instruction in all content areas except for one period each day. During this period, students are separated for native language instruction. Other pedagogues push into the classes to assist in the provision of the native language instruction. Emergent literacy for the most part, is taught simultaneously.

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.

1. Professional development sessions are to be held during faculty meetings, grade planing meetings, and professional development days. Teachers of ELLs are also afforded the opportunity to attend out of building workshops promoted and provided by the Office of ELLs. In house professional development will be conducted during faculty conferences on the following dates: December 9, 2013, January 6, 2014, and February 3, 2014. Workshop topics include Strategies to Help ELLs Navigate Difficult Content, ELLs and the Common Core, and Creating a Supportive Testing Environment. Professional development for teachers of ELLs were and will also be conducted on NYCDOE's professional development days.

2. Teachers are provided the opportunity to attend professional developments offered by the OELL. The ESL teacher has attended workshops that specifically addressed ELLs and the CCSS. The ESL teacher is "turn-keying" information from these workshops to teachers of ELLs in the school. Additionally, some of the professional development being held in house will focus on helping teachers understand the implications of the CCSS and ELL instruction and will provide strategies that teachers can use to make text and content accessible to ELLs and struggling students.

3. As P.S. 705 is a new school servicing students from Pre-K to Grade 3, we do not have students who will need assistance in transitioning from elementary school to middle school.

4. As per Jose P., all staff is or will be provided with ELL training during faculty conferences, grade planing meetings, and professional development days. Teachers meet in teacher teams every five weeks to look at student work, including the work of ELLs. Dual Language/ESL teachers are a part of these teams and provide strategies that will be useful as a part of targeted instruction to improve ELL academic performance. Future teacher team meeting dates include December 2, 2013, January 27, 2014, March 17, 2014, and May 5, 2014.

All records will be maintained by the administration. Copies of agendas, sign-in sheets, and workshop handouts will be used to document the professional development sessions.

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?

P.S. 705 has a rich parent volunteer program. All parents, including parents of ELLs are invited to volunteer. Many parents are currently volunteering in the school's Pre-k- K classrooms. Parents also volunteer to assist during breakfast and lunch. P.S. 705 instituted Family Fun Fridays. One Friday a month, parents are invited to visit their children's classrooms to interact with them in their learning environment. Parents are able to actively participate in their children's learning. Additionally, parents are involved in the PTA . They also run the school's bookstore.

Currently, P.S. 705 partners with Friends of Crown Heights . This organization provides afterschool care for students. They also provide homework help.

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

Furthermore, P.S. 705 has a thriving website (<http://www.brooklynartselementary.org/>) which provides various types of school related information to parents and the public at large. There is also a private yahoo group for parents and the school community, which was created by the school's PTA (<http://groups.yahoo.com/neo/groups/BrooklynArtsPS705/info>).

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: P.S. 705

School DBN: 17K705

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **04** Network: **401**

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

Part A: Needs Assessment Findings

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

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

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

P.S. 705 has found that the majority of parents who request translation and oral interpretation services are Spanish speakers. There are also parents of other language groups such as Arabic, Bengali, and Haitian Creole who request these services. Those who are responsible for distributing correspondences are reminded to prepare translated materials in the languages requested.

Part B: Strategies and Activities

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

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

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

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

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

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