



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 748 THE BROOKLYN SCHOOL FOR GLOBAL SCHOLARS

DBN (i.e. 01M001): 20K748

Principal: URSULA ANNIO

Principal Email: UANNIO@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: JORGE IZQUIERDO

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
Ursula Annio	*Principal or Designee	
Michael Anajovich	*UFT Chapter Leader or Designee	
Maryann Gallina	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosemarie DiVirgilio	Member/ Teacher	
Angelee Alarnick	Member/ Teacher	
Allison Polito	Member/ Teacher	
	Member/	
Jessica Halpert	Member/ Parent	
Joan Xuerub	Member/ Parent	
Gloria Tooma	Member/ Parent	
Gianna Dixon	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)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Strengthen teaching strategies to support all students at their instructional levels in order to enhance rigor and higher order thinking skills for a diversity of learners by June 2014.

Comprehensive Needs Assessment

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

Strengthen teaching strategies to support all students at their instructional levels in order to enhance rigor and higher order thinking skills for a diversity of learners. (QR 1.2)

It was noted in our 2012- 2013 Quality Review: Every teacher provides performance based activities for all students at the end of every unit and during the enrichment clusters, including English Language Learners and special need students. However, not all students are consistently engaged in rigorous tasks during regular classroom time.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional growth activities that shift teaching practices.
2. The data team will participate in looking at student work, especially our ELL and special needs population.
3. The RTI team will identify and monitor students receiving academic intervention.
4. Teachers will plan differentiated, rigorous instructional tasks that support students' instructional levels especially for our ELL and special needs population.

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

1. All teacher teams (grade level, inquiry, data, RTI)

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

80% of students will meet the targeted benchmarks for Reading, Writing and Math as evidenced in the following areas:

- The data specialist/team will analyze the TC levels to the benchmark levels in September, November, January, March and June to the levels of all current students, with particular attention to the ESL/special needs populations.
- The data specialist/team will analyze mastery of concepts from classroom writing checklists based on the 6 – 8 writing units for each grade, with particular attention to the ESL/special needs populations
- The data specialist/team will analyze mastery of concepts from classroom math assessments in September, January and May to look for student growth in meeting the CCLS, with particular attention at the ESL/special needs populations
- The data specialist/team will analyze mastery of concepts from classroom math checklists based on the 6-8 math units for each grade, with particular attention to the ESL/special needs populations.
- The data specialist/team will analyze the results and progress from the New York City Performance Test given in October and April, with particular attention to the ESL/special needs populations
- The RTI team will review and monitor progress for our ELLs and special needs populations.

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

1. TC Reading Benchmarks – September, November, January, March and June
2. Writing Checklists – every 6-12 weeks from September – June
3. Math Assessments – September, January and May
4. Math Checklists – every 6-12 weeks from September – June
5. New York City Performance Test – October and April
6. New York State ELA and Math test scores – April 2013
7. RTI for students with special needs October - June

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

1. The data team meets 1x a month from October to June to analyze data (per session)
2. The RTI team meets 2x a month
3. Teacher leaders to conduct professional development during 50 minute staff meetings 1x a week.
4. Lunch and learns conducted 2x per month to support instructional programs in literacy and math.
5. Network support for half-day professional development 8x a year
6. LitLife lab site – November - June
7. Common planning time at least 2x per week, with an additional 50 minute staff meeting 1x per week
8. Teachers have a professional activity period 1x a week.

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).

- Parent Academy workshops for each grade are conducted 1x a month (in the morning and in the evening) by a teacher on each grade level.
- Grade level weekly newsletters
- Individual Student Goal Booklets are sent home in October, December, February, April and June
- Publishing parties and/or classroom presentations are conducted every 6-8 weeks by grade

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

A school wide plan for frequent cycles of classroom observations to give teachers effective feedback and develop a targeted professional development plan to improve teacher practice will be implemented by June 2014.

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.

Further support teachers by developing a school wide plan for frequent cycles of classroom observations to give teachers effective feedback and develop a targeted professional development plan to improve teacher practice. (4.1)

It was noted in our 2012-2013 Quality Review: All teachers in the building had formal observations and the principal does walkthroughs, but to date (January 2013), the administration has not conducted frequent cycles of observations that are fluid and that note whether or not all feedback made to adjust instructional practice is implemented. As a result, feedback is not consistently effective and it is difficult to effectively design and facilitate professional development needs.

Instructional Strategies/Activities

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

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

1. The Principal and Assistant Principal will develop a plan to observe teachers according to their observation options in a timely manner from October – April
2. Each teacher will be informally observed at least 3x per year
3. Teachers will set 2 goals in November for themselves based on Danielson’s Framework (Domains 2 and 3)
4. Grade level teams will analyze literacy and math assessment at least 3 x per year (September/October, January, May)

5. Teachers will make the necessary shifts to support feedback from their observations and professional development received
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal and Assistant Principal 2. All teacher teams (data, inquiry, grade level) 3. Talent coach will meet, conduct and calibrate evaluations 6 times per year from October - April
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. The teachers will participate in monthly professional development to calibrate Danielson's domains 2 and 3 based on written lessons and video lesson demonstrations with 75% agreement on what constitutes ineffective, developing, effectively and highly effective 2. Teacher goals will be revisited in January and June with each teacher to self-reflect and discuss the progress made in meeting them as evidenced in student work 3. Teachers will share their highly effective lessons with staff members and conduct professional development within certain competencies
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. All teachers will be observed, both formally and/or informally a minimum of 3x per year from October - April and will participate in mid year and end of year self reflection 2. Professional development will be conducted 1x a month from September – June on the Danielson Framework 3. Teachers will receive professional development through the network and in-house workshops during half day professional development (8x per year), lunch and learns (2x a month) and 50 minute staff meetings(1x per week) 4. We will host LitLife who will be using our school as a lab site for teachers to deepen their understanding of literacy development from November - June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Common planning time at least 2x per week per grade 2. Professional activity period for each teacher 3. 50 minute staff meeting 1x week 4. Half day professional development 8x per year

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).
<ul style="list-style-type: none"> • Parent Academy workshops for each grade are conducted 1x a month (in the morning and in the evening) by a teacher on each grade level. • Grade level weekly newsletters • Individual Student Goal Booklets are sent home in October, December, February, April and June • Publishing parties and/or classroom presentations are conducted every 6-8 weeks by grade

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

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.
Teachers will ensure that texts and experiences enhance each other to strengthen students' background knowledge and engagement with learning. Text-based activities will take place in addition to rich, shared experiential learning through hands-on projects, activities, and trips by June 2014.

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.
This goal has been generated through our commitment to the Common Core Learning Standards and improving the academic and personal behaviors of our students to

be college and career ready.

Instructional Strategies/Activities

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

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

1. Students will participate in interdisciplinary units of study with culminating projects that include student presentations
2. Community based service projects will be planned by each grade
3. Trips will be planned based on the curriculum for each grade
4. Students in grades 3 and 4 will engage in service learning through school-based jobs
5. Students in grades 3 and 4 will serve on a fundraising committee to raise money for an anti-bullying campaign.

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

1. Principal and Assistant Principal
2. Guidance Counselor
3. Classroom teachers

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

1. Monthly grade conferences with Principal and Assistant Principal will be used to plan and evaluate interdisciplinary units of study.
2. At least 2 weekly grade level planning meetings
3. Frequent cycles of teacher observations with immediate feedback
4. Grade level presentations

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

1. Culminating projects will be completed 3x per year (December, March and June) and include a presentation for families
2. A minimum of 6 curriculum related trips are planned by each grade for the year and are incorporated into the curriculum
3. At least one community service based project is expected by each grade level.
4. Student jobs are rotated every 6 weeks
5. Student fundraising committee meets weekly from October – March

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

1. At least 2 common planning periods per week for each grade
2. Weekly 50 minute staff meetings
3. Lunch time meetings with students – “lunch bunch”

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).

- Grade level weekly newsletters
- Publishing parties and/or classroom presentations are conducted every 6-8 weeks by grade

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading, Word Study, Orton Gillingham	Small group	During the day (20 minutes 4x per week)
Mathematics	Word Problems, Fact Drills	Small group	During the day (20 minutes 2x per week)
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, peer mediation	Small group, one to one	During the day and at lunch

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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, 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

PS 748, 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;
- 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 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 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;
- 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)

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., 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 20	Borough Brooklyn	School Number 748
School Name The Brooklyn School for Global Scholars		

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 Ursula Annio	Assistant Principal Jennifer Guido
Coach NA	Coach NA
ESL Teacher Michael Anajovich	Guidance Counselor Stefanie Fatino
Teacher/Subject Area NA	Parent NA
Teacher/Subject Area NA	Parent Coordinator Donna Salerno
Related Service Provider Melanie Leong	Other NA
Network Leader(Only if working with the LAP team) NA	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	460	Total number of ELLs	47	ELLs as share of total student population (%)	10.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	5	5	5	5	0									20
SELECT ONE														0
Total	5	5	5	5	0	0	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	47	0	12							47
Total	47	0	12	0	0	0	0	0	0	47

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	5	10	2										29
Chinese	2	2	1	0										5
Russian	1	1	1	1										4
Bengali														0
Urdu	1	1	2											4
Arabic	2	2												4
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other														0
TOTAL	19	11	14	3	0	0	0	0	0	0	0	0	0	47

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)	13	3	3	1										20

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)	1	5	6											12
Advanced (A)	5	3	5	2										15
Total	19	11	14	3	0	0	0	0	0	0	0	0	0	47

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Children are assessed using the Columbia University Teachers College Literacy Assessment. Results indicated that the Kindergarten children were able to master the concepts of print and letter recognition. The First Graders mastered concepts of print, letter recognition and letter sounds, but had limited knowledge of sight words. The data from this assessment has impacted both the classroom and ESL teacher's instruction. We use this information to modify and revise our instruction to fit the specific needs of each student. Guided reading is used for both kindergarten and first grade students to encourage them in becoming independent readers. Second and Third Grade ELLs needed better strategies in working independently, more help with inferencing and not just retelling or summarizing, and focusing on what the question is actually asking. Some other insights the that the data provided was that third grade students needed to work on their use of strong details and grammatical awareness. Mr. Anajovich has included instruction on the above mentioned in his curriculum. We also use Orton Gillingham and its assessments. The New York City Performance Assessments are also used and we plan to analyze the results in order to modify our curriculum. Mr. Anajovich also uses Rigby's On Our Way to English assessment program which assesses students after each unit is completed. The assesment focuses on the four NYSESLAT modalities.

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

The LAB-R data reveals that students entering Kindergarten who receive the LAB-R score either very low or on the higher end of the spectrum. Analyzing data of students in other grades who are administered the LAB-R show varying results. Mr. Anajovich uses this data to create his groups, mold his curriculum and tailor his instruction to the needs of students. The patterns show that our system of communication between classroom teachers and Mr. Anajovich has created a consistent and appropriate environment for all ELLs, however our writing instruction for Ells needs improvement. NYSESLAT results indicate that our students need to work on their writing skills. These results have lead us to create a new plan of action consisting of the addition of the Rigby program as well as of instruction and development in the following areas: Sentence structure and organization, brainstorming and drafting, as well as using pictures to add details to writing.

3. 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](#))

Patterns acrossNYSESLAT modalities will affect our instructional decisions in the following ways:

- a) Patterns across grades show signs of progress in reading and listening/speaking and a need for more focus on writing. Our ELLs do well in tests in English when compared with native speakers. We see a definite progression in all of our ELLs in the areas of speaking/listening and reading.
- b) School leadership and teachers analyze the assessments and highlight patterns we see across grades. We then use that information to modify curriculum appropriately. We have determined that all students could use a more varied approach to writing, reading and comprehension.
- c) Using the assessments, we have learned that ELLs in our school are adapting well to the carefully written, standards-based curriculum that we have created. Since we are a small school and our ELL population is also quite small, we are able to fine-tune instruction to meet the needs of our ELLs.
- d) Creating time for Mr. Anajovich to meet with teachers of ELLs and work closely with the curriculum mapping process has proven to work well and shows success in all ELLs.

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?

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

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

are effective in the success of ELLs is discussed and added to instruction. School leadership is frequently updated on the results of these modifications.

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

5. 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](#).)

Students that participate in our RtI are selected after a team consisting of Mr. Anajovich, Mrs. Leong, Ms. Fatino, Ms. Annio, Ms. Guido and the classroom teacher meets and discusses the students based on classroom performance and data from assessments. Mr. Anajovich uses a combination of his own curriculum (which is aligned to each grade's curriculum and follows the common core learning standards) as well as Rigby's On Our Way to English to satisfy the first tier of the RtI framework. We have a team of teachers who participate in our Academic Intervention Service program. To satisfy tier two of the RtI framework, they pull small groups of students (grouped by level) and work on all four modalities with them several times a week. Mr. Anajovich also teaches Orton Gillingham to certain populations of ELLs in order to further satisfy the second tier. To satisfy the third tier, our AIS teachers pull smaller groups and Mr. Anajovich is able to pull small groups and work 1:1 with the students that fit the appropriate requirements.

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

Mr. Anajovich's curriculum consists of lessons that each include support for ELLs second language development. There is always the introduction of vocabulary as well as academic vocabulary, phonics and pronunciation activities, as well as real world connections. Those elements plus the appropriate leveled grouping of students have brought and will continue to bring success to our ELLs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

NA

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

We evaluate the success of our ELL program by analyzing state assessment results, using authentic assessment on our ELLs, communicating with parents, discussing and analyzing ELLs in our Inquiry Studies, observing ELLs in their classroom environment and engaging in constant communication between teachers, students and parents. We also use Rigby's On Our Way to English Assessment which frequently assesses the students growth and success in all four modalities. We have not yet had any ELLs take state tests, however students who were in ESL and tested out are monitored and their results have been very impressive. Data analysis has shown that students tend to plateau at the advanced level and together, Mr. Anajovich and the classroom teachers have determined that higher level question response and academic vocabulary were also weak areas. By implementing Rigby's On Our Way to English, the ESL program now includes specific instruction and support for the above mentioned with extra attention paid to those students who are at the advanced level.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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](#).)
Applications, including the Home Language Identification Survey, were distributed to parents during registration in the school's main office. At the time children were admitted, an informal interview was conducted by the ESL Teacher, Mr. Anajovich.

Students were asked about their summer and the activities they did while on vacation. They were also asked about the school year and what they were most excited about. Based on this interview, Mr. Anajovich decided which students require the LAB-R. The identification process and the LAB-R administration took place within the first 10 days of the students' registration date. Mr. Anajovich administered the LAB-R to the appropriate children on an individual basis in his classroom within the first ten days and based on the results, children were identified as needing ESL services. The NYSESLAT Test is administered to all entitled students by Mr. Anajovich during the required dates. The ATS report information is used to determine which students are required to take the NYSESLAT. A schedule is then made using the dates listed on the testing calendar. Mr. Anajovich administered the test to the appropriate students on those dates. The speaking portions of the test were administered by Mrs. Guido in Mr. Anajovich's classroom where all of the walls were cleared and all of the bookcases were emptied.

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.
Parents were given entitlement letters in their native language as well as English that explained the program choices. The letters were mailed home and sent home in students' backpacks. Parents were invited to attend a meeting within the first ten days of school where all program choices were explained and a video was shown. Parents were presented with all required materials in both English and their native languages. Follow-up phone calls were made to ask parents to return the entitlement letters promptly and make-up and individual orientations were also conducted.
3. 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 returned the forms that were sent home by mail and student's backpack to the main office. We received most of our forms this way and the rest of the forms were brought to the parent orientation by parents. Mr. Anajovich called and met with the parents that were unable to attend the initial parent orientation in order to ensure that all of the required forms were filled out and returned. The forms are then placed in an ELL binder and placed in a secure closet for safe keeping. The Parent Survey and Program Selection Forms are kept in the binder as well as the entitlement letters. A bilingual Paraprofessional provided the Spanish translation when required. For NYSESLAT and LAB-R eligibility, the RLAT and the RLER are used from ATS to ensure that all students who are eligible are tested and their parents are properly informed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After the parents met with Mr. Anajovich and returned all of the required forms, students were placed in the appropriate instructional program within the first ten days of school. Parents were sent placement letters and copies are stored in the ELL binder and securely stored in a closet. Continued Entitlement Letters are sent to the appropriate parents prior to the beginning of the school year. Continued Entitlement Letters and all other records are maintained securely in a binder filed away in a closet. All parents chose Free-Standing ESL Instructional Program. Parents that chose another option were told that we currently do not offer that program, however when the program becomes available we will contact them for further steps.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT Test is administered to all entitled students by Mr. Anajovich during the required dates. The RLAT and the RLER ATS reports information is used to determine which students are required to take the NYSESLAT. A schedule is then made using the dates listed on the testing calendar. Mr. Anajovich administered the test to the appropriate students on those dates. The portions of the test that require individual testing were administered by Mrs. Guido in Mr. Anajovich's classroom where all of the walls were cleared and all of the bookcases were emptied.
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. 
ESL is still the most popular choice for parents of ELLs. All of our parents of ELLs (49) chose Free Standing ESL. The program models are aligned with parent requests. If the appropriate amount of parents chose Dual Language or Bilingual programs we would take the proper steps to align those choices with parent choice.

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])?
 - a) Mr. Anajovich uses a pull-out model of Free Standing ESL. He works closely with classroom teacher to ensure that students are provided a curriculum that delivers appropriate language acquisition and academic support (academic vocabulary) as well.
 - b) Mr. Anajovich has created a schedule for six groups. The groups are created based on their grade, LAB-R results, NYSESLAT performance and mandated minutes of service. Mr. Anajovich also provides Orton Gillingham instruction for ELLs.
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)?

Our periods are each 50 minutes long. Both beginner and intermediate students are serviced 7.5 periods a week which provides them with the required 360 minutes a week. Students who are advanced are seen four periods a week to complete the required 180 minutes a week. Some groups are seen in double period blocks and others are seen 35 minutes into the next period.
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.

Our ESL program delivers instruction for ELA in the following way. Instruction for ELL's include concepts of print, letter recognition, rhyming, sentences structure, vocabulary, number recognition, speaking skills, pronunciation and listening skills using charts, big books and individual books. Rigby's On Our Way to English provides instruction which is all aligned to the Common Core Learning Standards. Math, Social Studies and Science are each taught with the Rigby program as well. Mr.. Anajovich makes sure to align his curriculum with the classroom teachers' curriculum in order to maintain consistency and proper instructional support. In addition, the teacher will reinforce classroom instruction and support the students during their classwork to keep them focused and on task. We are also affiliated with Teachers College and incorporate technology in our instruction

such as SmartBoard activities and weekly use of our NetBooks and Macbooks.

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

NA

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom teachers collaborate and share assesment data with Mr. Anajovich many times a year to ensure that all ELLs are appropriately evaluated in all four modalities. Teachers College is used five times a year for writing and Mr. Anajovich also uses Rigby's On Our Way to English assesment system for all four modalities every other week (focusing on different modalities each time). Curriculum assesments and culminating tasks also act as forms of assessment and those occur after each unit is complete.

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) We currently have no SIFE students. Our plan to support any future SIFE students would be to include them in our academic at-risk support program where students get extra support in all modalities. We would also use our assessments to create an individualized plan of instruction for the student.

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

c) We currently do not have any students that fit this criteria.

d) We currently do not have any students that fit this criteria.

e) Mr. Anajovich is in constant cummunication with teacher of former ELLs. When needed, Mr. A will push in or even pull students in order to support them properly.

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?

Mrs. Sullivan and Ms. Zavalis both collaborated with Mr. Anajovich daily and Ms. Kelley and Ms. Legovitch currently collaborate with Mr. Anajovich as well to provide ELLs with special needs with appropriate comprehensible instruction. They also share materials and modify instruction to meet the needs of Ells. Small group instruction is also a large part of the education philosophy here at P.S. 748 and provides access to ELLs in Special Education Classes.

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?

ELL services are provided to ESL-SWD's on a regulated consistent schedule, which is vital for our students. Mr.. Anajovich is very flexible in changing groups based on students' IEPs or learning disabilities. Both self-contained classes which include a large population of ELLs are provided with Orton Gillingham instruction once a week. This allows Mr.. Anajovich to work on important reading, speaking and writing skills with ESL-SWDs. Mr.. Anajovich also changes his groups throughout the year in order to provide ESL-SWDs with the social interaction and academic partnerships that he and their classroom teachers feels is appropriate for their English language acquisition and success in and out of the classroom.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0

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

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

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

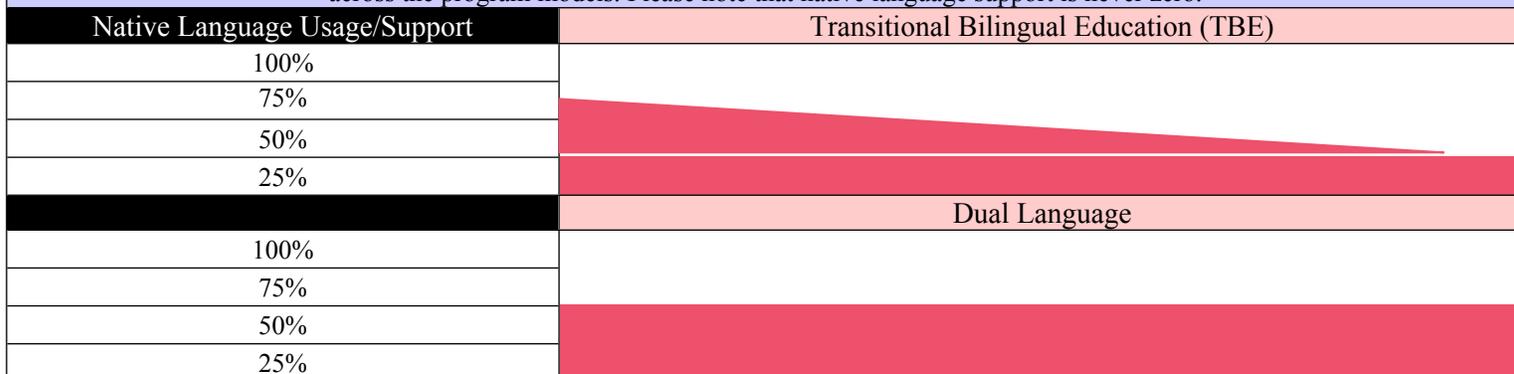
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	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.
- Students are provided with ELL services for all content areas and due to our small ELL population, Mr. Anajovich is able to create lessons and instruction which can be customized to fit the needs of each student. Our AIS program targets the students that need assistance and support in all subjects. All programs are offered only in English as we do not have a population of ELLs in one language that is large enough to require that programs be provided in their native language. As we grow, we are prepared to provide those services as they are needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is very effective as data shows that every student in our program improved with the exception of students that entered the program very late in the year. We maintain a very strong system of communication between Mr. Anajovich and the classroom teachers throughout the school year. All teachers in our school that have ELLs in their class are aware that they are teachers of ELLs as well and we are in a constant dialogue about the strategies and approaches to teaching ELLs that are successful. This communication system ensures that ELLs not only receive a strong curriculum but that support and focus are targeted appropriately.
11. What new programs or improvements will be considered for the upcoming school year?
- We are planning on improving our multilingual library section as our school library continues to improve and grow. Our curriculum and program is a constantly changing, adaptable project that, using the appropriate data, we are constantly monitoring and analyzing.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs that are offered to students are open to ELLs. Our school wide enrichment model includes our ELLs and is a great opportunity for them to become immersed in social and academic language with students of varying levels and grades. We offer a summer reading program that is open to all students including ELLs. Literature and information about school programs are sent home in the students' home language when possible. Our school currently houses Wingspan Arts after school enrichment program which makes all literature available in several languages and which some of our ELLs attend. Chess is offered as an after school program and some of our ELLs attend that program as well.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Mr. Anajovich uses the SmartBoard with ELLs and our classroom teachers use it daily in Math, ELA, Science and Social Studies. For ELA, we use Orton Gillingham and Foundations, Guided Reading and "Teachers College Reading and Writing Project" drives our literacy instruction. For math, we use TERC and Mr. A uses Rigby's On Our Way to English. Mr. Anajovich is currently in the process of expanding a library of books in other languages as well as dictionaries of appropriate levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have parras and other staff that can provide support to students when it is crucial and Mr. Anajovich speaks Spanish however, our ESL program is fully English inclusive.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our services and resources correspond to ELLs' ages and grade levels.
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.
- Mr. Anajovich is able to adapt his groups in order to accomadate new students entering ESL.
18. What language electives are offered to ELLs?
- Students that are in our Gifted and Talented program are provided with Spanish as a froegin language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1) Mr. Anajovich is the only ESL Teacher at the school. He is involved in all of the Professional Development sessions at P.S. 748 and plays an active role in curriculum development, planning, etc. He has also attended workshops provided by the network and the DOE and Teachers College on supporting emergent literacy. He also meets with teachers to share effective strategies and to analyze students' work. We meet for our Faculty Conference on the first Friday of every month, our Grade Conferences during common preps on the second week of every month, and our Staff Meetings every Thursday. ELL strategies and goals are discussed during Professional Development days as well. Our Performance Tasks were modified to meet the needs of ELLs and deal with Math. We are constantly finding new ways to incorporate multi-cultural themes in our Social Studies curriculum. Mr. Anajovich shared the strategies he learned in a non-fiction ELL workshop to better meet the needs of ELLs when teaching science. Mr. Anajovich is always looking for speakers and presenters to come to the school and speak to all teachers about the best approaches and successful techniques to teaching ELLs and plans to have PDs for all teachers in the near future.

2) Mr. Anajovich is involved in all of the Common Core Learning Standards professional developments that are given in the school. He is also trained in Orton Gillingham which is aligned to the CCLS. Ms. Fatino, our guidance counselor has attended a PD on students in temporary housing, which provided her some insight and approaches to supporting students who are making the transition into our school from other countries. We currently have a small population of ELLs and any issues students may have had making the transition to our school have been dealt with successfully by Ms. Fatino, Mr. Anajovich, administration and any faculty that provides translation.

3) We currently only have ELLs up to 3rd grade, however, we are very aware of the challenges that face ELLs as the progress through their school career and preparing them for the academic challenges they will soon face is a central theme as we plan our curriculum. Rigby's On Our Way to English and Mr. Anajovich's curriculum provide students with all of the academic language they will need as they move through the grades. The curriculum also provides students with a toolkit of strategies to overcome obstacles, both in academic and social.

4) To meet the ELL training for staff, we meet for our Faculty Conference on the first Friday of every month, our Grade Conferences during common preps on the second week of every month, and our Staff Meetings every Thursday. ELL strategies and goals are discussed during Professional Development days as well. We have workshopped Guided Reading for ELLs, Using Higher Tier Words for ELLs, Smartboard Usage for ELLs, Book Choice for ELLs as well as ongoing discussion of effective strategies, goal setting and assessment. Mr. Anajovich meets with the special education staff on a regular basis to turnkey information from workshops, discuss affective strategies and modify curriculum to fit the needs of ELLs.

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?
 - 1) Parents are Partners at The Brooklyn School for Global Scholars. Parents are involved not only through the Parent Teacher Association, but through our School Leadership Team. We organize monthly schoolwide events for parents such as themed literacy nights, open classroom events during the school day, science night, Math Mayhem, International Night and more. We also hold meetings and Parent Academies where Spanish speaking parents (our highest population of ELLs) are invited receive information about the school as well as strategies to help their children succeed. Translation services are provided at events by staff when necessary. Any letters or fliers about events and activities are translated when possible.
 - 2) We currently do not partner with agencies or Community Based Organizations, however as our ELL population grows, we plan to work with agencies and Community Based Organizations to support ELLs and their families.
 - 3) Teachers meet periodically with parents throughout the year and also during Parent Teacher Conferences in November and March, however, they welcome parents to inquire about their child's progress on a regular basis. We have developed a Child-Parent Survey in which an assesment was conducted to determine the interests of both the children and the parents. We also use a Individualized Student Goals and Strategies booklet. We hold parent workshops and events for our ELLs' families where we provide translators. One of the main goals of these meetings is to survey parents' needs and find areas where they require support.
 - 4) 4) Based on this data, we hold meetings and workshops for parents who expressed interest in supporting their child in the areas of homework, literacy, mathematics and technology. Our parents are also invited to attend parent workshops at Teachers College as well as our Parent Acadamies which address all of the areas mentioned above.

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. 748

School DBN: 748

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ursula Annio	Principal		11/15/13
Jennifer Guido	Assistant Principal		11/15/13
Donna Salerno	Parent Coordinator		11/15/13
Michael Anajovich	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Stefanie Fatino	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Melanie Leong	Other <u>Speech</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 748 **School Name:** The Brooklyn School for Global Scho

Cluster: 20 **Network:** FHI

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.

Parents who speak languages other than English at home are sent documents and fliers in the home language that they wrote on the home language survey when students were registered. Documents that are available in other languages on the NYC DOE website are used for documents and fliers. Phone calls are also made by staff members who speak the parents' language if necessary. We also have staff members that translate written information for parents who speak a language other than English..

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.

We have found that parents who speak languages other than English are notified about events, given important information and provided with oral interpretation assistance in a timely and efficient way. We have reached out to parent volunteers and staff members when we were unable to provide a translation or interpretation service. As our ESL population grows, we will continue to provide appropriate services and support as well as reaching out to other schools to find out how they successfully implement their services.

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.

Parents that indicate that they speak a language other than English receive letters in their home language and phone calls in their home language. We have staff members who provide these services as well as the translated documents available on the NYC DOE website. When a letter is being prepared to be sent home, copies of that letter are given to staff members who then translate the letter to the parents' home language. Parent volunteers provide services as well when necessary. During parent teacher conferences, outside vendors provide translation to accommodate our demand.

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.

Parent volunteers provide services during events, meetings and workshops. During parent teacher conferences, outside vendors provide translation as well as staff members to accommodate our demand. Having the support of our bilingual parent community, we are able to hold meetings in specific languages as well as to provide interpretation.

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>.

To accommodate regulation A-663, we provide translation of documents by using parent volunteers, staff and the NYC DOE website. We provide translators at meetings and conferences through staff, parent volunteers and outside vendors. To collect data about parent's home language we use the home language survey (which is provided during registration) and the emergency contact blue card which also indicates the parents' home language. Our ESL teacher provides parents with the information regarding access to translation and interpretation services during the city mandated ESL parent orientation held within 10 days of the student's enrollment.