

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BROOKLYN NEW SCHOOL
DBN (i.e. 01M001): 15K146
Principal: ANNA ALLANBROOK
Principal Email: AALLANB@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anna Allanbrook	*Principal or Designee	
Regina Gori	*UFT Chapter Leader or Designee	
Ann Marie Matava	*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	
Regina Godfrey	Member/ Assistant Principal	
Diane Castelucci	Member/ Teacher	
Jennifer Fleming	Member/ Teacher	
Malika Willis	Member/ Teacher	
Yolanda Holland	Member/ Staff	
Cammie Kim Lin	Member/ Parent	
Janice Bloom	Member/ Parent	
Benita Miller	Member/ Parent	
Takiema Bunche-Smith	Member/ Parent	
Courtney Vagliardo	Member/ Parent	
Elizabeth Elsass	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
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)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, as a part of PROSE, all teachers will gather data focused on a grade level inquiry, including peer evaluation and feedback, and then present findings at least four times annually to their inquiry groups.

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 is aligned with the New York State and New York City requirements for teacher evaluations. It is also aligned with our approved PROSE proposal, which focuses on goal setting, peer evaluation and feedback. Goals address areas of professional growth that individual teachers and school administration identify as essential to ensure academic progress for students.

Instructional Strategies/Activities

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

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

1. Administrative meetings with each of the teachers identified specific areas to enhance instruction, curriculum planning, or assessment. Teachers discussed with the administration the professional development needs to prioritize for this school year. With administrative input and through grade level team collaboration, teachers will schedule peer observations and intervisitations focused on the identified goal. Teachers and administration will track progress through regular meetings.

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

1. The principal, the assistant principal, and grade level teams will work together in monthly meetings to ensure administrative and peer support for the achievement of individual goals.

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

1. Scheduled grade team and administration feedback sessions will evaluate teacher progress and effectiveness in the targeted area.

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

1. Teachers identified goals by October, 2014 and teachers will receive mentoring and ongoing feedback on the achievement of these goals, culminating in a final review in June 2015.

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

1. Weekly professional development sessions as well as weekly planning periods of 135 minutes enable the teachers to focus on the achievement of their goal, giving them adequate time for planning and collaboration with their peers. Through school programming, teachers are provided with six preparation periods a week, two of which are back to back planning periods. These are used for goal work. In addition Tuesday afternoons will provide the opportunity to further this work. A grant has been applied for to allow for a lead teacher to coordinate the ongoing intervisitation and feedback sessions.

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).

At monthly grade level parent breakfasts, universal goals are shared with the parents. For example, a goal could be focused on the documentation of student progress and making that progress visible to parents. This documentation can be shared with all families. Parents are also being informed of the Common Core math curriculum, which the related to the grade four goal.

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

PTA funds

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the percentage of students scoring on grade level for reading fluency will increase by 10%.

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.

Classroom teachers and AIS (Academic Intervention) teachers worked together to identify students in Grades 1 through 5 reading below Fountas & Pinnell level for the grade they entered in September 2014. As well, all children in Grades 2 through 5 will be assessed via a fluency screening in the fall and spring. Their level of performance will be compared to national norms for oral reading fluency.

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 students in Grades 1 through 5 will be screened in the fall. Students identified for below grade level fluency will be targeted for academic intervention services focusing on reading comprehension skills. A Fountas and Pinnell assessment is administered to those students receiving these services in October to gain baseline information (in fiction and non-fiction) and will be readministered in January both to assess students' individual progress and to evaluate the efficacy of these approaches. We hope to see our percentage of high risk students (those who can read less than 70 words of a grade level passage in one minute) decrease thanks to our more targeted intervention. Student level of performance will be compared to national norms for oral reading fluency. Performance on the spring assessment (the fluency screening) will show an increase of ten percent of students meeting grade level norms.

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

1. Two part time AIS staff will provide these services to meet with the identified students two times per week. Once student needs are identified, they are grouped according to need and level. In the 2014-2015 school year, Becky Eaton and Abby Vaughn are using the Fountas and Pinnell Intervention Program with 1st and 2nd graders who are below grade level. Intervention students in Grades 3, 4, and 5 are using social studies and content area reading materials aligned with reading levels of the students, as well as selected texts that support the targeted area of reading comprehension.

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

1. . All students whose fluency scores were below the 40th percentile in September will be rescreened in January to determine who continues to need support and whether the approaches being used have been effective. In June, all students whose fluency norms were below the 40th percentile in January will be rescreened. All 3rd graders will be administered a fluency screening in June as a measure of what percentage of our 3rd graders are ending the year at grade level, as has been shown to be essential for future reading success.

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

1. September 2014- June 2015

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

1. Part time Intervention teachers screening and teaching in small groups. These reading specialists also provide professional development to early childhood and upper grade teachers to support teaching reading strategies in the classroom.

Strategies to Increase Parental Involvement

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

Parents of all students selected for intervention services are given letters informing them of the child's needs and the intervention services planned. Parents are invited to a *Parents as Learning Partners* breakfast that is focused on literacy and supports provided in school. Intervention teachers provide parents with resources to support literacy growth at home.

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.

PTA Funds

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, teachers will participate in a minimum of four hours of professional development focused on instructional and behavioral implications of autism spectrum disorders.

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.

An increase of students receiving special education services has made it evident that some children's challenges include autism spectrum disorder. Research indicates that these students require special intervention strategies and student support. Teachers require specific training to accommodate these student 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. In September and October, teachers begin to review IEPs, observe students, present children to the PPC, do descriptive work around specific children. This focus on observing and describing children continues throughout the year. In addition, teachers receive professional development around teaching students on the autism spectrum. On December 6, 2014, Alan Shapiro, a visiting expert in autism, observes students and meets with teachers to support the development of appropriate strategies for teaching. He presents at the professional development session that day. Teachers implement his suggestions. This work is followed by additional visits from Mr Shapiro in the spring of 2015.

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

1. Marisol Santos, kindergarten ICT teacher and resident expert in autism, coordinates the professional development on teaching children on the autism spectrum. Alan Shapiro, a visiting expert, works with teachers on specific days scheduled throughout the year.

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

1. December 2014 initial professional development session, January, February March 2015 teachers implement strategies, April May June 2015 review of effectiveness of teaching strategies in addressing needs of students on the autism spectrum.

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

1. October 2014 observation of students, December 2014- professional development session, January 2015 implementation of strategies, April - June 2015 assessment of implementation of teaching strategies.

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

1. Extended day periods on Monday will be devoted to professional development to ensure the completion of this work.

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).

Communication with families regarding their children will happen in a regular basis on Tuesday afternoons.

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.

C

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Remedial Rdg, Great Leaps, Fluency Work, Writing Support, Word Work, SIPPS, Wilson	Small group, one-to-one, push-in	During the school day
Mathematics	Do the Math, MIC, TERC	Small group, one-to-one, push-in	During the school day
Science	Project Based Learning	Small group	During the school day
Social Studies	Project Based Learning	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Healthy body image, friendship, bullying, individual counseling	Small group, one-to-one, push-in	During the school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, continues to strengthen the connection and support between families and the school.

School Responsibilities

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- meeting every Wednesday with groups of parents of different grade levels
- 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
- communicating to families through weekly letters
- hosting frequent community building events
- planning and implementing parent workshops that address academic and social issues

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;
- sharing school based email addresses of all staff

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 with 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) and Title I programs;

I. 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
- 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-Teacher Association or serve to the extent possible on advisory groups, e.g., School Leadership Team
- share responsibility for the improved academic achievement of my child;

II. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 146
School Name Brooklyn New School		

B. Language Allocation Policy Team Composition [i](#) 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 Anna Allanbrook	Assistant Principal Regina Godfrey
Coach Shirley Soo Hoo	Coach type here
ESL Teacher Michele Rayvid	Guidance Counselor Yolanda Holland
Teacher/Subject Area Dolores Montero/4th grade	Parent Suzanne Dahlhaus
Teacher/Subject Area Taura Ottey/Spanish	Parent Coordinator Amy Sumner
Related Service Provider Katherine Anderson/OT	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	628	Total number of ELLs	24	ELLs as share of total student population (%)	3.82%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	2	2	2								12
Push-In														0
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	21	0	7	3	0	3	0	0	0	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	21	0	7	3	0	3	0	0	0	24
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
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	1	2	2	2	1	1								9
Chinese	1	1		1	1									4
Russian	1		1											2
Bengali														0
Urdu														0
Arabic				1										1
Haitian			2											2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	1	1	1										6
TOTAL	6	4	6	5	2	1	0	24						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	1	0	0	1								4
Intermediate(I)	0	2	2	1	1	0								6
Advanced (A)	5	1	3	4	1	0								14
Total	6	4	6	5	2	1	0	24						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	0	0	2
4	1	0	0	0	1
5	2	1	0	0	3
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	1		0		1		0		2
4	1		0		0		0		1
5	3		0		0		0		3
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	1		1		1		0		3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- 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.
The Brooklyn New School uses the ECLAS-2 and the Fountas and Pinnell to assess the early literacy skills of our ELLs. The information obtained from these assessments is used as a valuable tool for collecting and recording data about a child's oral reading and comprehension. Our data has revealed that students who have a strong base in their native language are much more successful

academically in English than those who struggle in their native language. Furthermore, we see that most of our ELLs have come to us with functional language in English, but lack conceptual skills in their native language. This presents significant challenges, as the linguistic abilities of our ELLs do not often match the needs of the classroom. We have observed that our ELLs in the early grades do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their second language. Yet, as the demands of the curriculum increase, beginning in fourth grade, our ELLs often struggle with the abstract academic language used in the classroom. Review of the 2013 data has indicated the need to further support our ELL students in literacy, especially around non-fiction. This data allowed the school community to design specific intervention services to further support our ELLs and drive our school's instructional plans. Assessment results reinforce the need to emphasize academic language for our ELLs in the upper grades as well as reinforce the need for our ELLs to develop a toolbox of strategies for reading comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that our 3rd, 4th and 5th grade ELLs often reach proficiency in listening and speaking, yet struggle to improve their reading and writing skills. This is particularly the case for our growing number of 3rd, 4th and 5th grade ELLs with disabilities.
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 [AMAQ tool](#))

The New York State Education Department has not clarified Annual Measurable Achievement Objectives. As soon as this data is released, we will be in a position to respond to this. In the past, however, patterns across NYSESLAT modalities as well as AMAOs affected instructional decisions, as BNS teachers were able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts based on the NYSESLAT levels of their students and the measurable gains that ELLs had made on their New York State testing. Our classroom teachers are extremely knowledgeable about the performance of each of their ELLs and understand that every lesson they teach is, indeed, a language lesson for ELLs in their classroom. Hence, each lesson plan that our teachers write contains clear language goals as well as content goals. Furthermore, our teachers continue to put an emphasis on the teaching of reading and writing in order to help our ELLs meet the Common Core Learning Standards. They devote a great deal of time to interactive read aloud and literature discussions, as well as hands-on-experiences, giving ELL students rich opportunities to examine ideas and think about narrative, expository and poetic texts. All our classroom teachers differentiate instruction for 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?

Because 21 out of our 24 ELLs are presently in grades kindergarten through 3rd grade, it is inappropriate to analyze data from the NYS ELA and NYS Math Tests as well as the NYS Science Test. Our two 4th grade ELLs made significant progress on the reading subtest of their NYSESLAT as compared to the previous year. One of these students, a Mandarin speaker, came to our school as a Newcomer just three years ago. He is now a high intermediate English language learner who scored 2 on the NYSELA and 3 on the NYS Math Exam. The other 4th grade Advanced ELL has speech and language disabilities that challenge his academic growth. Despite these obstacles, he has shown slow consistent growth on both his NYSELA and MATH Exams. Our one 5th grade ELL is in a self-contained classroom. He has severe learning disabilities and speech and language challenges in both his native language, Spanish as well as in English. He scored high on the speaking section of the NYSESLAT, yet struggled on the other sections of the exams. Furthermore, he scored 1 on the NYS ELA, 1 on the NYS Math Exam and 2 on the NYS Science Exam. His classroom teacher provides differentiated instruction and he receives Speech and Language support, focusing on written expression. Because our school utilizes DYO assessments, we are able to align instruction with both formative and summative assessments. These Periodic Assessments help inform our school's instructional plan by giving us valuable categories of information to place students in groups and to plan for individual, small group and whole class instruction. Based on the findings of Periodic Assessments, we have gleaned that our ELLs are particularly weak in reading comprehension and writing as well as multiplication and division strategies in 4th and 5th grade. To that end, we have stepped up the level of intervention of our ELLs in the early grades this year. We have hired several Academic Intervention teachers, including a Reading Specialist, to target language modalities indicated by assessment results, particularly weaknesses of our ELLs in the areas of reading and writing. Additionally, we have provided extra listening support for our Newcomers, including books on tape and computer software. We continue to target language development across the grades and in the content areas. In the area of math, we have hired a math coach and have recruited parent volunteers to work with small groups of ELLs and former ELLs on multiplication and division strategies. Because we believe that one of the most significant components of successful teaching and learning for our ELLs is established through instructional collaboration, our ESL teacher and our classroom teachers meet regularly to discuss instructional planning and student progress.

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](#).)

Our entire school uses data from our ongoing informal assessments to guide instruction for ELLs within the Response to Intervention framework. We all engage in end of unit assessments from the core curriculum, leveled running records, orthographic assessments and anecdotal notes. RTI navigates our entire school improvement process for all learners in order to reduce the number of students who experience academic and behavior obstacles. As a school, our teachers work together within the RTI instructional model to engage in ongoing informal assessments and monitor assessments that identify at-risk-learners. We provide appropriate academic intervention support for those students who are struggling with both academic and behavioral issues. We focus on what students can achieve and search for ways to personalize instruction and build on our students' strength for all our learners, including ELLs.

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

Our teachers make sure that a child's second language development is considered in instructional decisions. Our teachers have received PD in the stages of language development, pre-production, early production, speech emergence, intermediate fluency and advanced fluency, and they can match the stage of their ELLs with realistic academic expectations. Furthermore, our teachers understand that acquiring academic language in English can take five to seven years for an English language learner. Acquisition of social English, on the other hand, takes one to three years. Based on the research of Krashen and Terrell, our teachers understand how to level questions to match the language acquisition stages of their students. Our classroom teachers use these leveled questions in the content areas as well, promoting student involvement and progress.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our ESL program based on a variety of factors, which include, but are not limited to class work, ongoing assessments such as running records, NYS tests and parental and student input. Our ELLs continue to make substantial gains on the NYSESLAT, greatly exceeding NYS passing rates. In spring, 2013, 7 out of our 26 ELLs passed the NYSESLAT, achieving proficiency in listening, speaking reading and writing. This 26% passing rate is quite impressive and reflects the excellence of our program. Although Brooklyn New School has an unusually small population of English language learners, we pride ourselves in the quality of our academically rigorous ELL program. Our ELLs continue to transition out of our program and meet the high standards set for all students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The steps that our school follows for the initial identification of possible English Language Learners begin at registration. When a new student registers at BNS, the Home Language Survey (HLIS) is administered by our NYS licensed ESL teacher, Michele Rayvid, as well as one of our trained bilingual pedagogues, Dolores Montero, Taura Ottey, Mary Ann Laborda and Shirley Soo Hoo or our bilingual Parent Coordinator, Amy Sumner. Our team of bilingual teachers conducts the informal oral interview in English. Our ESL teacher reviews the HLIS to determine if the student is a potential ELL. Whenever possible, the HLIS is given in the home language. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as "other than English is spoken at home," from questions five to eight, the child is a potential ELL. At this point, the ESL teacher administers the Language Assessment Battery Revised (LAB-R) within the first ten days of school. Entitled Spanish speakers are also administered the Spanish LAB by Spanish teacher, Taura Ottey or Mary Ann Laborda. Our ESL teacher, Michele Rayvid, administers all of our formal assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services. We are fortunate to have among our staff, native speakers of all of the languages of new families. Should the need arise for

translation, we would use the translator options available through the DOE.

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.
Information about the three program choices are shared during the Open Houses. Parents who select this school are aware that we offer only freestanding ESL. When a child is first admitted to Brooklyn New School, parents are required to fill out a Home Language Identification Survey (HLIS) in the parent's preferred language. Our New York State Certified ESL teacher, Michele Rayvid, administers the HLIS with the assistance of our bilingual Parent Coordinator, Amy Sumner, and our trained bilingual staff. This enables our ESL teacher to make an initial determination of the child's home language. When the survey indicates a language other than English, an informal oral interview is held with the family in the native language, administered by our ESL teacher with the assistance of bilingual Parent Coordinator, or one of our many dual language New York State certified teachers trained in student intake procedures. If the child is eligible for testing based on the criteria outlined by the NYCDOE, the Language Assessment (LAB-R) is administered within 10 school days to determine if the child is English Proficient or an English as a Second Language Learner. This formal initial assessment is also administered in Spanish by our NYS licensed Spanish language teacher, Taura Ottey, to children whose native language is Spanish. Our ESL teacher, Michele Rayvid, administers all our formal initial assessments, the LAB-R at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.
Parents of newly enrolled students at BNS are involved in all aspects of decisions affecting their child's education. Once a child has been identified as an English language learner, parents are notified within ten days of registration by our Parent Coordinator, Amy Sumner, of the child's entitlement and the parent is invited to attend an orientation, conducted by our Parent Coordinator, Amy Sumner, with the assistance of our ESL teacher, Michele Rayvid and several of our bilingual teachers. During the orientation, parents view a parent information DVD in their native language as well as receive translated materials about the three ELL programs available to them, Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are also informed that studies show that ELLs who remain in one program consistently attain proficiency in English more rapidly and perform better academically than ELLs who change from one program to another. At the end of the orientation, families are given the opportunity to ask questions and speak to our bilingual staff.
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 [\[see tool kit\]](#).)
Prior to joining our school, parents are informed that the school has a limited ELL program. As a school of choice, parents only apply to our school if they want to and if they choose freestanding ESL. Our school ensures that entitlement letters are distributed and returned. These forms are distributed by our Parent Coordinator and stored in a file cabinet in the main office. At the end of the parent orientation, school staff collect the Parent Survey and Parent Selection Form, indicating the program that the parent is requesting for his child. The Parent Coordinator, Amy Sumner, makes sure all forms (entitlement letters, Parent Survey and Program Selection) are returned. She is responsible for parent outreach and personally contacts parents via phone and email. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents are informed that once the LAB-R is administered to their child, within 10 school days, they will be notified in writing in both English and their native language of their child's eligibility and placement in a program of their choice, if possible. Parents are told that our ESL teacher administers the LAB-R, a test that establishes English proficiency level. Those children that score at or below proficiency become eligible for state-mandated services for ELLs. Our school makes every effort to stay in close contact with ELL parents through one-on-one meetings, phone conversations and informational packets, all translated into the native language. Our Parent Coordinator, Amy Sumner, stays in touch with families and places parent outreach at the top of her priority list.
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.
Our New York State Certified ESL teacher, Michele Rayvid, and our Assistant Principal/Test Coordinator coordinate all NYSESLAT administration. The first steps taken are to run the RLER and RLAT reports in ATS to make sure all ELLs are included in testing. Then, IEPs are checked to insure that SWDs are given their proper testing accommodations. A testing schedule is set up. At this point, parental letters are distributed to explain the makeup and importance of the NYSESLAT as well our testing schedule. Parents are

given the opportunity to attend an orientation on the NYSESLAT, given by our ESL teacher. Teachers who are chosen to assist in proctoring the NYSESLAT attend a mandatory testing procedure meeting to learn about the NYSESLAT. Those teachers who will score the speaking section of the NYSESLAT are sent to a training session offered by our Network. Once testing is completed, another group of teachers is sent to Network training to learn how to score the writing section of the NYSESLAT. When anchor papers arrive at our school, the scoring team reconvenes for a review session on writing scoring.

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.  Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, Brooklyn New School offers a Freestanding ESL program with 100% of instruction in English. This has been the trend in program choice that parents have requested for the past few years. In both 2012 and 2013, 100% of our ELL parents requested Freestanding ESL for their children. This model is completely aligned with parental requests. By updating ELL admission program data, by using information we glean from parental forms, by continually monitoring and self-reflecting whether we are meeting the needs of parents of ELLs as indicated on these forms, and by storing these documents in our centralized main office for easy monitoring and access, we are honoring parental 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])?

ELL instruction in our freestanding English as a Second Language program at BNS is organized through a push-in/pull out model in grades kindergarten through grade five. Whenever possible, ELL students are heterogeneously placed in one class on a grade so that our ESL teacher can push into the classroom to support academic language learning for our ELLs. If there are ELLs needing an Integrated Collaborative Team Teaching or a 12:1 class, we also try to program the ELLs together so that our ESL teacher can support these students in a push-in model. Because our ELL population is so small, we are able to arrange schedules so that ELLs are either serviced within their classroom or pulled out to the ESL room.

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)?

This schedule allows us to meet the linguistic needs of all our ELLs and ensure that our beginner and intermediate ELLs receive 360 minutes of ESL instruction a week and our advanced ELLs receive 180 minutes of ESL instruction a week. In addition, our advanced ELLs receive 180 minutes of ELA instruction in their classrooms as required under CR Part 154. Furthermore, all our beginning and intermediate ELLs receive 90 minutes a day of English Language Arts and our advanced ELLs receive 45 minutes of English Language Arts a day. Because our ESL population is so small, the number of instructional minutes our ELLs are receiving is easily monitored by both our Parent Coordinator and our administration.

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.

Content area instruction at BNS is delivered in English. Math, science, social studies, art and music are integrated in hands-on exploration. Children see and learn about the city, the environment, history and culture. They learn about what they see and feel. Children learn their ties to other people, the past and to the future. They become stronger readers and writers by using reading and writing as tools to carry out investigations. Our inquiry-based curriculum enables students to problem solve and to effect change. Children apply knowledge gained with teachers in and outside of the classroom. Instruction is experiential and hands-on with a standards-based curriculum that also focuses on children's individual needs and interests. Instruction in our early grades makes use of concrete materials and manipulatives that make meaning easy. BNS has implemented an ESL program that ensures continuity of instruction and language development as well as academic rigor. Our ELLs participate in a rigorous instructional program that is aligned with the Common Core Learning Standards. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our New York State certified ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our Balanced Literacy approach follows the workshop model, and our teachers provide scaffolds to enable our ELLs to process new information. This approach meets the demands of the Common Core Learning Standards by utilizing a variety of materials to integrate listening, speaking, reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual picture dictionaries with accompanying workbooks, Words Their Way Word Study Notebooks, Jazz Chants for Children, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and music CDs. To support use of the native language, our classrooms libraries contain many bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. We believe that when ELLs are given appropriate rigorous instruction, school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers.

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

All entering Spanish speaking ELLs are administered LAB in Spanish when they first enter our school. Our NYS certified Spanish teacher, Taura Ottey, administers this formal assessment. Because we are a DYO school with a diverse population of Spanish, Cantonese, Mandarin, French, Italian, Arabic and Japanese staff speaking staff, we are able to devise our own informal

assessments to appropriately evaluate ELLs in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Because we have such a small ELL population, it is easy to appropriately evaluate our students in all four modalities of English acquisition and to keep records of student progress. Ongoing assessments in speaking, listening, reading and writing take place throughout the year. Our ESL teacher keeps detailed charts and records of these informal assessments, including anecdotal notes.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Because BNS is a diverse learning community, our instruction needs to be differentiated. Furthermore, our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching by varying content, process and products. Brooklyn New School has a plan for SIFE students even though we presently have no SIFE students. This includes making an individualized student needs assessment, creating an AIS plan for the student that focuses on the literacy and math component, utilizing grade appropriate instructional support materials, differentiating instruction in all areas and providing our staff with professional development in both identifying and scaffolding instruction for these students. BNS also has a plan for ELLs who have been in school for less than three years. These newcomers are welcomed into our school and made to feel comfortable and secure. Our buddy system pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups.. They also create opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention, such as Wilson Reading and Great Leaps, is also offered to our newcomers. Newcomers are encouraged to attend our After School Program and make social connections. Additionally, to prepare for ELA testing after one year, our newcomers are given individualized student needs assessments, with an AIS plan that focuses on literacy and math and provides differentiated instruction using grade appropriate instructional support. Similarly, our instructional plan for ELLs receiving service for 4 to 6 years involves intensive daily academic intervention in Wilson Reading, Guided Reading, Great Leaps and small group math pullout support. Although we presently have no Long-Term ELLs, our action plan for Long-Term ELLs, whose scores on the NYSESLAT, ELA and Math assessments suggest that their challenges are in reading and writing, involves daily targeted intervention in reading and writing, monitoring the progress of students in all content areas to differentiate instruction for literacy needs and encouraging participation in after school literacy programs. Former ELLs also receive literacy intervention from our Academic Intervention Team and are provided with testing accommodations for two years after achieving proficiency.

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?
Our teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials that provide access to academic content areas and accelerate English language learning. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELL-SWDs. Our Balanced Literacy approach follows the workshop model, and our teachers provide scaffolds to enable our ELLs to process new information. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual picture dictionaries with accompanying workbooks, Words Their Way Word Study Notebooks, Jazz Chants for Children, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and music CDs. To support use of the native language, our classrooms libraries contain many bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Moreover, all our ELL-SWDs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms.
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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. In fact, one of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Collaborative Team Teaching Program. We began with one third grade CTT class, and slowly expanded the program so that there is now one ICT class in each grade K-5 and an additional ICT class in third and fourth grade. Students who need more continuous support than they receive in SETTs, but who do not require the intensive support of a smaller 12:1 classroom, now have an appropriate supportive classroom placement in our school. With eight ICT classes, two 12:1 classes, and numerous general education students receiving SETTS, speech/language support or occupational therapy support, we now have a larger number of ELL-SWDs. This year, ten out of our twenty-four ELLs have their own Individual Educational Plans, reflecting their individual needs and goals. Our plan for these students has been collaboration between the ESL teacher, the classroom teachers and the IEP teacher to ensure that all our ELL-SWDs are serviced as per their IEP and are receiving proper accommodations and modifications.

Courses Taught in Languages Other than English

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

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

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

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

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

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

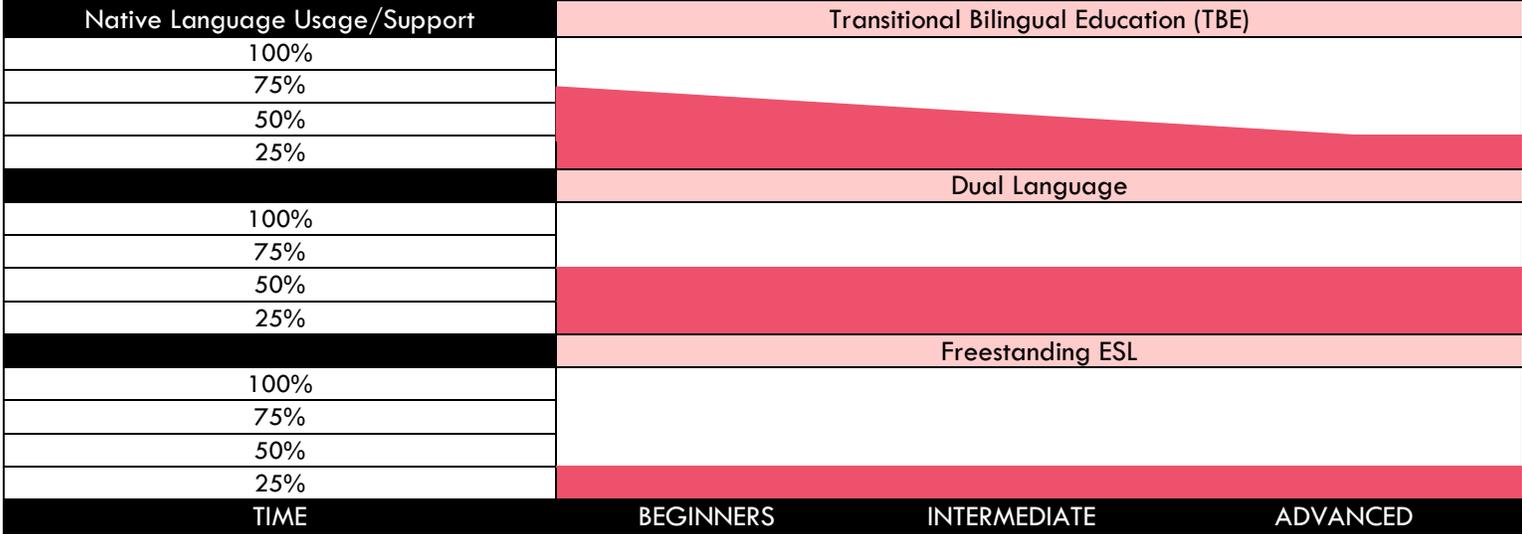
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- BNS has a comprehensive Academic Intervention plan for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services, offered in the English language. All our supplemental programs for ELLs are embedded within the extended scheduled day, which begins at 8:20 AM and ends at 3:20 PM. Our extensive AIS program offers Reading Room, Reading Recovery, Great Leaps, Wilson Reading, Foundations and 1:1 tutoring to ELLs in grades one to five, with a licensed reading intervention specialist. Our ELLs are invited to participate in this program through the use of translated letters and permission slips to parents. Additionally, teachers offer reading comprehension, phonemic awareness, Wilson Reading and content area reading during the school day. In the area of mathematics, BNS offers At-Risk-Math and Great Leaps Math to our ELLs. Furthermore, teachers, volunteers, and our Math Coach offer extended day math to small groups of students, including ELLs. Approximately 50% of our ELLs presently receive some type of academic intervention. These intervention services are offered in English.
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 current program is very effective. Since we teach literacy through inquiry and science, our students develop strong language skills. Our balanced literacy program includes Foundations, Fountas and Pinnell, and Response to Intervention. Student progress is assessed monthly and is recorded in our school's database. Our ELLs continue to make substantial gains on the NYSESLAT, greatly exceeding New York State passing rates. In Spring, 2013, 26% of our ELLs achieved proficiency in speaking, listening, reading and writing. Furthermore, our ELLs quickly transition out of our ESL program. In fact, this year, 21 out of our 24 ELLs are Newcomers and BNS has no long term ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will expand our Academic Intervention Program by increasing our AIS staff and extending the program to accommodate many more children, including ELLs. Additionally, conversational classes for ELL parents will be considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Scholarships are offered to the after school program. Translated letters are sent home to invite them. Furthermore, ELL-SWDs are integrated into the regular ESL classroom and have equal access to ESL with the regular education ELL population. Our extensive academic intervention program in reading and math is available to all ELLs. Additionally, our after-school program is also available to all BNS students, including ELLs. A range of workshops and activities is offered in this program including basketball, jewelry making, cooking, dance, hip-hop, chess, soccer, photography, music, reading and math. Moreover, Jugamos a Cantar, a popular after-school class acts as support to our Spanish classes, taken by all BNS students. At Jugamos a Cantar, students learn through Spanish song, rhymes and games.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- There are a variety of instruction materials, including technology, used to support ELLs that have already been mentioned. The materials used in our Freestanding ESL program are aligned to the Common Core Curriculum. This includes the use of high interest texts and primary sources. Materials also include native language sources and instructional technology to support both English and the native languages of our ELLs. Word work and grammar review are incorporated into the curriculum. To support learning, ESL libraries include leveled books in social studies and science and hands on materials and leveled books for math. Moreover, BNS maintains a state of the art computer lab with a Smartboard and updated computers. Computers are installed in all of our classrooms and all of grades 2-5 classrooms house Smartboards. Our science program also uses a multisensory approach to learning which is extremely beneficial to our ELLs as well as other types of learners. Our math program encourages the use of a variety of manipulatives in order to solve problems.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Because educators at BNS recognize that a child's native language is a valuable asset to be fostered, we also offer native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Additionally, the Spanish language and Latino culture are important parts of the school-wide curriculum and we take pride in our yearly 4th grade musical which may include original Spanish songs and poetry.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services support and correspond to ELLs' ages and grade levels. In the early grades, for example, ELLs participate in our Foundations Reading Program. In the later grades, ELLs receive Wilson Reading and Great Leaps. Analogously, in the early childhood years, ELLs are exposed to age appropriate literature and read aloud. In later years, teachers introduce age appropriate chapter books and non-fiction.
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.
Brooklyn New School offers ELLs and their families many opportunities to ease the transition into our school. During the month of May, incoming students and their families attend orientation, meet our staff and visit our classrooms. In addition, our New Families Picnic, held every August in Prospect Park, enables new students, including ELLs, another opportunity to meet our staff and get to know other children who will soon be attending school. During the month of August, classroom teachers welcome all of their new students with an introductory letter. This letter is translated into the home language of our new students. Additionally, on the first day of school, BNS holds two parent orientations. To meet the needs of parents of ELLs, we provide oral interpretation and translation services at all our activities, with the assistance of our dual language staff members and volunteers from our active parent body and community. Throughout the year, new ELLs meet weekly with their reading partners from upper level classrooms and maintain relationships that foster community.
18. What language electives are offered to ELLs?
ELLs at our school are offered Spanish elective classes.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Professional development, provided by school staff, is a high priority at Brooklyn New School. Our ESL Teacher has recently attended a series of Differentiating Instruction for Language Development workshops at Bank Street College Graduate School of Education. In the recent past, she has also attended Quality Teaching English Learners (QTEL) workshops, the Wilson Reading Program training and TC Calendar Days. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Monday afternoon staff meetings, we continue to offer ongoing study groups with a focus on both language goals and content goals for our ELLs in meeting the Common Core Curriculum Standards. The Assistant Principal retains the agendas and the sign in sheets.

2. To assist our ESL teacher in supporting ELLs as they engage in the Common Core Learning Standards, our ESL teacher attends the Bank Street Language Series as well as Teachers College Calendar Days. Furthermore, she attends monthly PD at our Network that revolves specifically around the CCLS and ELLs.

3. At our weekly Monday afternoon staff meetings, our Guidance Counselor provides staff with information about local middle schools that specifically service ELLs as they transition from elementary school to middle school.

4. Our ESL coordinator/teacher, in collaboration with our staff members who speak Spanish, Cantonese, Mandarin, Italian and French, provides professional development, including the minimum 7.5 hours of ELL training for our administrators and entire staff in second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating instruction for our English language learners. Our administrators, subject area teachers, guidance counselor, related service providers, secretaries, paraprofessionals, parent coordinator and School Based Support Team attend the training. As a community we examine our curriculum maps and units of study and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs, as our staff understands, that every content lesson for ELLs is, indeed, also a language lesson.

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. BNS families are crucial in their child's education. To inform this partnership, our teachers write descriptive progress reports and every family is scheduled for at least two half-hour conferences each year with their child's teacher. Teachers and families also communicate regularly through notes and letters sent via the student's folder. Families are seen as unique resources for the entire school and are welcome in every classroom. Participation is encouraged, whether it be coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity or a contribution focused around an annual event such as the Curriculum Share. Our welcoming school environment celebrates diversity and encourages parent of English language learners, as well, to become part of our school community by participating in informal morning breakfasts, writing celebrations, Parents-As-Partners classroom events, parent workshops and school trips. Displays of student work in the main entry of our building and outside all classrooms greet our ELL family members as they drop off and pick up their children. In addition, parents of ELLs are invited into our classrooms to share their culture, language and life experiences. Parents of English language learners are a valuable resource within the classroom and often assist BNS teachers with cooking, art projects and musical performances. As required by Part 154, we offer Parent Orientation Workshops to parents of new ELLs in September and when necessary, throughout the school year. We also offer other workshops, which address such topics as Technology and Play Skills and Helping Children With Routines, to parents of ELLs during the school year. In addition to the mandated workshops, our Parent Coordinator offers monthly workshops and all our ELL parents are invited. Translation is available as needed during these events. Topics of these workshops range from ELA/ESL Standards and Assessments to Promotional Policy.
 2. Brooklyn New School partners with several agencies and community based organizations that provide workshops and services to ELL parents. Our Guidance Counselor offers a connection to the Red Hook Initiative. The Red Hook Initiative can provide bilingual counseling to families of our English language learners. In addition, Heartshare provides grief counseling and family counseling. Good Shepard Services offers kinship care and grandparents share. Furthermore, we offer building space to local community service providers. We are fortunate to have staff members who are fluent in all of the languages represented by our ELL students and they attend progress report conferences, parent workshops, IEP meetings and other events where translation is needed.
 3. Brooklyn New School evaluates the needs of the parents by involving them in decision making at every level. Our parent coordinator communicates regularly with all of our parents. At our monthly grade level breakfasts, parents meet with our principal, assistance principal, guidance counselor, and parent coordinator to address parental needs. Parents also relay their concerns to teachers at our lengthy parent-teacher conferences, which are held both in the fall and spring. Teachers share parental concerns with our administrators who determine ways to effectively address those needs.
 4. Parental involvement activities address the needs of the parents by providing BNS parents a space in our newly renovated Parent Room to meet other families to come together to support and influence school decisions. Our school is governed by a coalition of parents and staff. Our Parent Teacher Association and School Leadership Team meet monthly. These meetings are open to all members of the school community, including parents of ELLs.

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: BNS

School DBN: 15k146

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Allanbrook	Principal		11/15/13
Regina Godfrey	Assistant Principal		11/15/13
Amy Sumner	Parent Coordinator		11/15/13
Michele Rayvid	ESL Teacher		11/15/13
Suzanne Dahlaus	Parent		11/15/13
Dolores Montero/4 th grade	Teacher/Subject Area		11/15/13
Taura Ottey/Spanish	Teacher/Subject Area		11/15/13
Shirley Soo Hoo	Coach		11/15/13
	Coach		
Yolanda Holland	Guidance Counselor		
	Network Leader		
Katherine Anderson/OT	Other _____		11/15/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K146 School Name: BNS

Cluster: 1 Network: 102

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.

In an effort to develop the necessary lines of communication with families who have limited or no English language oral and written skills, BNS has various structured mechanisms. When first entering the NYC DOE school system, our students' families are given the Home Language Survey (HLIS) in their native language. The survey identifies the language of the student and the home language spoken by the family. Furthermore, our parent coordinator, Amy Sumner, sends the DOE Parents' Preferred Language Form to families who speak other languages than English. The data from these forms is inputted into ATS, added to our Student Emergency Cards as well as our ELL Information Binder. Our Parent Coordinator ensures that all information to ELL families is translated into the home language in a timely manner.

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.

Eight BNS families have returned Parents' Preferred Language Forms that indicate a preference to receive all school communication in Spanish. Two Mandarin speaking families and one Cantonese speaking family have indicated a preference to receive written communication in Chinese. School administrators, teachers, paraprofessional, guidance, safety and the school nurse were sent a memo indicating the names of these eleven families. The memo explained how staff members will ensure that all written communication is translated for these families and that a translator must be present at all meetings involving these families. The memo advised staff members to contact the Parent Coordinator, Amy Sumner, to arrange for both written and oral translation.

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.

Daily written communication is distributed in the students' folders. Flyers and school letters are translated for our eleven families. Written communication involving school related activities, such as Parent Workshops, Parent as Learning Partner Workshops, Family Science Workshops, Literacy Workshops, PTA and School Leadership meetings, the Harvest Festival and Children's Extravaganza, is translated into Spanish and Chinese by paraprofessionals. Written progress reports are also translated for these families by our dual language school staff and parent volunteers.

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.

Our school provides oral interpretation services to our eleven families who have requested oral interpretation on their Parents' Preferred Language Forms. These services are provided by in-house school staff and parent volunteers. Oral interpretation is available during parent conferences, parent workshops, parent breakfasts, and School Based Support Meetings. Additionally, we have simultaneous translation into Spanish during all our PTA meetings.

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>.

Our eleven families who have indicated preferences for Spanish, Mandarin and Cantonese oral translation and Chinese written translation have all received copies of "Parent Bill of Rights Guide to NYC Schools" in their preferred language to raise awareness of the rights of parents regarding translation and interpretation. Furthermore, our eleven families have received translated letters with the name and phone number of our bilingual Parent Coordinator, available to help arrange all needed written and oral translation. To further welcome these families, our General Office has signage in the covered languages. Lunch forms and health forms are provided in the home language of the student. All Special Education conferences are conducted in the parent's home language with the assistance of one of our bilingual staff members.