



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

**32K168**

**School Name:**

**THE BROOKLYN SCHOOL FOR MATH AND RESEARCH**

**Principal:**

**DR. PERRY RAINEY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): K168  
School Type: General Education Grades Served: 9-12  
School Address: 400 Irving Avenue Brooklyn, NY 11237  
Phone Number: 718-381-7100 Fax: 718-381-9897  
School Contact Person: Stacy Morrison Email Address: SMorrison7@schools.nyc.gov  
Principal: Dr. Perry Rainey  
UFT Chapter Leader: Gregg Foster  
Parents' Association President: Bibi Meerza  
SLT Chairperson: Bibi Meerza  
Student Representative(s): Jose Santiago and Rebecca Alexander

**District Information**

District: 32 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110 Brooklyn, NY 11221  
Superintendent's Email Address: KWatts@schools.nyc.gov  
Phone Number: 718 455 4635 Fax: 718 455 4684

**Cluster and Network Information**

Cluster Number: 05 Cluster Leader: Debbie Maldonado  
Network Number: 563 Network Leader: Lorraine Boyhan

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

| Name                               | Position and Constituent Group Represented  | Signature (Blue Ink) |
|------------------------------------|---|----------------------|
| Dr. Perry Rainey                   | *Principal or Designee  |                      |
| Suraiyah Abdul-Wahab               | *UFT Chapter Leader or Designee   |                      |
| BiBi Meerza                        | *PA/PTA President or Designated Co-President  |                      |
| Carolyn Mathurin                   | DC 37 Representative, if applicable   |                      |
| Jose Santiago<br>Rebecca Alexander | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                      |
| N/A                                | CBO Representative, if applicable   |                      |
| Stacy Morrison                     | DC 37 Representative  |                      |
| Carol Williams                     | Member/Parent   |                      |
| Verona Alberda                     | Member/ Parent  |                      |
| Revere Joyce                       | Member/ Parent  |                      |
|                                    | Member/   |                      |

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework |   |
|--|---|
| 1.   | <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2.   | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3.   | <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                  |
| 4.   | <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                                 |
| 5.   | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6.   | <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and  |

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Brooklyn School for Math and Research (B-SMaRt) is located in the Bushwick neighborhood of Brooklyn, NY. The vision of Dr. Perry C. Rainey, the founding principal of B-SMaRt, is simply to prepare students to be successful in a 21<sup>st</sup> century society and to enter adulthood with a sense of purpose. B-SMaRt is a uniform school that features an advisory program, AP courses, a required research project, and several partnerships with local colleges and community based organizations. The B-SMaRt experience is a blueprint for an education grounded in mathematics and the humanities. The expectation is for every student to develop competence, confidence, and critical thinking skills. All are necessary components for success in both college and careers beyond high school. The rigorous curriculum and dedicated faculty and staff conspire to give scholars no choice but to demonstrate a hundred percent in all of their academic endeavors.

A summary of the B-SMaRt's strengths and challenges as documented in the school's most recent Quality Review are as follows:

### **What the school does well**

- A highly supportive and mutually respectful learning environment results in high levels of student personal and academic growth. (1.4)
- The school's commitment to effective and consistent communication to students, families and staff regarding expectations for learning ensure a cohesive roadmap to reach higher levels of achievement.(3.4)
- Updated standards based common core aligned curriculum with multiple resources and supports promote the engagement of all students in learning experiences that result in high levels of achievement. (1.1)
- The strategic use of assessments by all teachers allow for ongoing adjustments to planning and instruction, ensuring that progress is made for all groups of students. (2.2)

### **What the school needs to improve**

- Ensure that instruction includes multiple entry points, learning experiences and extensions in order to ensure meeting the needs of all learners. (1.2 P)
- Strengthen inquiry-based collaborations that use the instructional core to reflectively evaluate student work in order to address the learning needs of all students. (4.2 P)

After the hiring of a new ESL teacher and continuing to partner with CPET of Teachers College, B-SMaRt has shown qualitative growth in both areas in need of improvement. Students who are English Language Learners (ELLs) have self-reported improved academic achievement in their core academic subjects and teacher reflection forms have evidenced the positive impact of CPET's professional development.

In June of 2015, B-SMaRt will feature the school's first graduating class. Hence, the student outcomes for this cohort have been the priority focus of the school's faculty and staff this school year.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

|    |  |
|----|--|
| 1. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).  |
| 2. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |
| ✓  | We review assessment data for incoming 9 <sup>th</sup> grade students and returning 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students and in consultation with the school’s guidance counselor, identify students in need of an intervention to address their reading deficits. These deficits are addressed through our Read 180 comprehensive literacy program. Additionally, we closely monitor the progress of these students with the intention of getting them to read at grade level before they graduate from B-SMaRt. |
| ✓  | Data driven curriculum- An item analysis is conducted after the administration of all formative assessments that are in full alignment with standards. This provides teachers with detailed information as to which concepts and skills have been mastered and those in need of strengthening.   |
| ✓  | Common Core aligned scoring rubrics are consistently used to assess mastery in learning tasks and written work products as well as provide actionable feedback to both teachers and students related to expectations and performance. Most often, student groupings within classrooms are determined based on assessment analysis. In addition, adjustments to planning and instruction are made to ensure that the vast majority of students are able to demonstrate mastery.   |

### Part 2 – Annual Goal

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|---|
| List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| By May of 2015 at least 60% of all students programmed for an English Language Arts class will improve their NYC Performance Assessment for ELA score by at least 20% with respect to their baseline score assessed in October of 2014.   |

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| A licensed ELA/SPED teacher received professional development in facilitating the Read 180 program for a class of 15 to 20 ninth grade  | 9 <sup>th</sup> grade students                         | September –June   | Read 180 teacher in consultation   |

|  |   |                |   |
|--|---|----------------|---|
| students. In addition to the Read 180 class, the subgroup of students identified in need of the intervention is programmed for 480 minutes of core instruction in ELA and U.S. History or Global Studies. After a baseline assessment is administered in November, subsequent benchmark assessments will be administered in January and March of 2015 to evaluate the progress and effectiveness of the program. In May of, student Lexile scores will be assessed again to determine the impact of the Read 180 program as well as determine the attainment of this particular goal | who are two levels below their appropriate leading level. |                | with the guidance counselor.                        |
| The school uses a data analysis system to understand student performance and identify trends. An item analysis is conducted after the administration of all formative assessments that are in full alignment with standards. This provides teachers with detailed information as to which concepts and skills have been mastered and those in need of strengthening.   | All faculty.  | September –May | Administration, the Network, select teachers, CPET. |
| Common Core aligned scoring rubrics are consistently used to assess mastery in learning tasks and written work products as well as provide actionable feedback to both teachers and students related to expectations and performance. Most often, student groupings within classrooms are determined based on assessment analysis.   | Entire student population.                                | October-May    | Teachers and administrators.                        |
|  |   |                |   |

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Implementation of the action plan will require:

- (1) Human resources: The coordination of administration, guidance, and teachers.
- (2) Instructional Resources: Read 180 Curriculum and common core aligned rubrics.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |   |                      |  |                  |  |                  |  |               |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| X | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

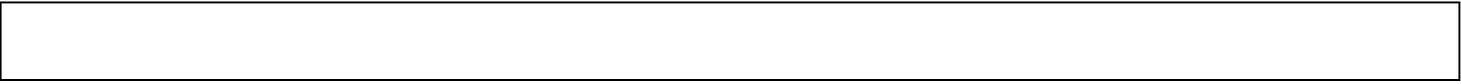
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February 2015 will serve as the mid-year benchmark to monitor if progress is being made toward obtaining our specified goal. At this marker, the school will have school wide testing data collected from end of term final exams for ELA and social studies courses. A mid-year reading assessment will also be administered to students in the Read180 Program.

**Part 6b.** Complete in **February 2015.**

|    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

After analyzing the data collected from a survey distributed to 9<sup>th</sup> grade students, we found an overwhelming need for the implementation of extracurricular/co-curricular activities, in order to complete the students’ educational experience and make them active participants in shaping school culture. As a result, we have made participation in extra-curricular/co-curricular activities a priority goal for the school year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2015, the percentage of 9th grade students participating in at least one extra-curricular/co-curricular activity as measured by club and or program attendance sheets will increase from 14% to a minimum of 30%.

Extracurricular/co-curricular activities are defined as activities performed by students that fall outside the realm of the regular school curriculum. This can include involvement in clubs, sports, work or other pursuits that help students learn about themselves and give them new skills.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i>                  | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|---|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>7. Strategies to increase parent involvement and engagement<br>8. Activities that address the Capacity Framework element of Trust |   |   |  |
| <u>Academic Enrichment Programs</u><br>Eligible students will be given an opportunity to participate in competitive pre-college programs. Partnering programs will include: Medgar Evers STEP, Brooklyn College Community Partnership (BCCP).   | The top third of the student body that demonstrate academic excellence. | December 2014 – May 2015                                  | School Counselors, Parent Coordinator  |
| <u>Involvement With Community Based Organizations:</u><br>We will leverage our relationships with Community Based Organizations in an effort to get students involved in issues that shape their community. Activities carried out with CBO’s will also   | Students who are interested in advocacy,                                | December 2014 – May 2015                                  | Grade Advisors, School Counselors, Parent Coordinator  |

|   |  |                          |   |
|---|--|--------------------------|---|
| them to new realities beyond their own their life situations. Community partnerships will include Make the Road New York, help support student’s extracurricular interests, in addition to helping to expose Brooklyn Campus Community Partnership, Bushwick Campus Farm, and Bushwick Community Center.  | music, photography, agriculture and building peer support networks.                                  |                          |   |
| <b>PSAL Sport Teams:</b><br>Eligible students will participate in campus wide PSAL sports teams including Basketball, Baseball, Volleyball etc.   | Athletic students who want to expand their peer network beyond our school.                           | December 2014 – May 2015 | Physical Education Teacher, PSAL Coaches, Grade Advisors, School Counselors, Parent Coordinator |
| <b>Participation in Student Clubs:</b><br>Students will have the opportunity to participate in clubs that interest them. Club activities will be promoted during Advisory in order to drive participation. On-site clubs will include but are not limited to Robotics, Student Council, Wellness Council, Peer Mediation and Swim Club. Students will also participate in afterschool campus clubs. | All students that are looking to develop new interests or share their current interests with others. | December 2014 – May 2015 | Club Coordinators, Grade Advisors, School Counselors, Parent Coordinator                        |

**Part 4 – Resources Needed**

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|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |
| Human Resources – Awareness and buy-in of all identified school stake holders to help student awareness of opportunities and encourage participation in activities. In addition, we need the entire school community to inform the Counseling and Parent Coordinator departments of potential student opportunities in the school, community and outside agencies. |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |  |           |  |           |  |        |
|  |          |   |               |  |           |  |           |  |        |

**Part 6 – Progress Monitoring**

|  |  |  |     |    |
|--|--|--|-----|----|
| <b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  |  |  |     |    |
| 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |  |  |     |    |
| 10. Specify a timeframe for mid-point progress monitoring activities.  |  |  |     |    |
| February 2015 will serve as the mid-year benchmark to monitor if progress is being made toward obtaining our specified goal. At this marker, we will survey student involvement in order to determine what additional action steps will need to be taken or adjustments that will need to be made to our plan. |  |  |     |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |  |  |     |    |
| 11.  | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes | No |

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on last year’s Quality Review, one of our areas of needed improvement is to strengthen the inquiry-based collaborations that use the instructional core to reflectively evaluate student work in order to address the learning needs of all students. While we provide teachers with 100-minute professional development sessions every Wednesday afternoon and 45-minute department meetings two Mondays per month, we need to dedicate more focus to collaborating on how to better meet the needs of all students (notably our Special Ed and ELL population).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, teachers will spend a minimum of 80 hours collaborating together to strategize ways to enhance overall student performance as reflected through a 10% increase in NYC Performance Assessment results.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i>   |
|--|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>17. Strategies to increase parent involvement and engagement<br>18. Activities that address the Capacity Framework element of Trust  |  |   |  |
| Teachers are provided thorough professional development every Wednesday (for 100 minutes) and on Chancellor’s Workdays. These sessions are led by members of the school’s administration, teachers, and CPET who is affiliated with Teacher’s College at Columbia. These sessions focus on providing rigorous instruction that meets the needs of all students regardless of skill level. While topics are wide-ranging and versatile, some of the specific areas already covered and planned for include meeting the needs of our SWD and ELL community, providing a rigorous yet differentiated lesson, utilizing data analysis to provide targeted student-specific instruction based on students weaknesses and providing dynamic instruction options for team teachers, just to name a few. | Teachers   | September 2014-May 2015                                   | Administration will implement and oversee these activities and strategies. The PD facilitator from CPET and a few teachers will facilitate a number of the sessions. |

|  |   |                         |                             |
|--|---|-------------------------|-----------------------------|
| Teachers meet together within their departments on two Mondays per month for 45 minutes. During these meetings, the administrator that oversees this department provides insight into current happenings in the department, shares best practices that have worked during their instruction, analyzes the data that has been accumulated from recent assessments, etc. Having teachers implement some of these best practices shared and utilizing the student-specific information attained from the data analysis will allow teachers a more targeted, specific approach to enhancing student achievement. | Teachers                                    | September 2014-May 2015 | Administration              |
| One ELA teacher who leads the Read 180 Program is sent to multiple trainings per year to gain better insight into how to more effectively utilize this literacy-enhancing software. These trainings are typically facilitated by Scholastic.   | ELA Teacher overseeing the Read 180 Program | September 2014-May 2015 | Administration and teacher  |
| Special Education teachers are sent to trainings to better understand the guidelines for NYSAA, as well as how to better accommodate students who receive alternate assessment. In turn, these teachers return to turnkey what they learned at these sessions to the entire staff at school wide sessions.   | Teachers                                    | September 2014-May 2015 | Administration and teachers |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <p>In order to implement the strategies listed in the action plan, we will need a few different resources:</p> <p>(1) Human resources: We will utilize our administration and teachers where needed with regard to leading and/or attending training sessions, meetings, etc. We will also utilize the professional development facilitator assigned to us from CPET. The session leaders from Scholastic and our CFN will also serve as human resources for providing information to the teachers sent to their respective trainings.</p> <p>(2) Instructional Resources: The resources provided by our administration during professional development sessions and department meetings will be found via their own personal research. All instructional resources provided by CPET presenters are provided by Teacher’s College at Columbia. The instructional resources that accompany the Read 180 Program (books, workbooks, software, etc) is provided by Scholastic. The instructional resources provided during NYSAA trainings are provided by the DOE and/or Network.</p> |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |  |           |  |           |  |        |
|  |          |   |               |  |           |  |           |  |        |

**Part 6 – Progress Monitoring**

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|--|
| <p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p> |
| <p>There are two areas to be monitored with regard to this goal: time teachers spend collaborating and students grades on the NYC Performance Assessments. In February 2015, the total amount of time allotted for teachers to collaborate will</p>  |

be tallied and remaining projection will be created to ensure that the minimum 80 hours will be met. Student scores on the initial NYC Performance Assessment from October 2014 are already available. The final administration of the NYC Performance Assessment will be given in May 2015. Teachers will give a replica assessment in the same format in March 2015 to chart progress since its initial rendering in October.

**Part 6b. Complete in February 2015.**

|  |  |     |  |    |
|--|--|-----|--|----|
| 21. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|--|--|-----|--|----|

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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|--|

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on last year’s NYS Regent’s results, the school’s academic program is solid as evidenced by pass rates in ELA (96%), Global History (84%), Living Environment (100%), Integrated Algebra (82%) and Algebra2/Trig (81%). However, subpar pass rates in Chemistry and Geometry as well as mediocre course pass rates for 10<sup>th</sup> grade ELA classes call for a plan of action to address these gaps. Hence, a priority need to be addressed in this section is the development of a holistic protocol to monitor student performance and an accountability system for the administrative team to evaluate supervisor effectiveness.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May of 2015, at least 80% of all teachers that scored less than 3.00 on their Measure of Teacher Practice (MOTP) last year will improve their MOTP score by 10% with respect to their end of year score for 2014.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>27. Strategies to increase parent involvement and engagement<br>28. Activities that address the Capacity Framework element of Trust |  |   |  |
| Weekly administrative cabinet meeting with APs will monitor the progress of school’s Read 180 Program; lunch time tutoring; instructional protocols in the classroom; and identify appropriate use of professional meeting time for faculty development.  | Assistant Principals                                   | Sept. 2014 to June 2015                                   | Principal  |
| Weekly school youth development meeting with Dean of Operations and Guidance, Parent Coordinator, and Dean’s Office.  | Guidance Counselors, Dean, Parent Coordinator          | Sept. 2014 to June 2015                                   | Principal  |
| Adoption of the Google Voice program in conjunction with Skedula features increases the amount of contact between parents and   | Teachers   | Sept. 2014 to June  | Principal  |

|   |                      |                         |           |
|---|----------------------|-------------------------|-----------|
| members of the school community.  |                      | 2015                    |           |
| A commitment to expeditious feedback to teachers after classroom observations and bi-monthly department meetings facilitate a trusting and transparent relationship between faculty and administration. | Assistant Principals | Sept. 2014 to June 2015 | Principal |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed to implement this action plan include assessment data, scholarship reports, survey data, and Advance reports.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X   | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
|---|----------|---|---------------|--|-----------|--|-----------|--|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. |          |   |               |  |           |  |           |  |        |
|   |          |   |               |  |           |  |           |  |        |

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

- An MOTP score of 5% over the previous year score for a teacher that scored less than 3.00 will be used as a mid-point benchmark to indicate progress toward meeting this goal.
- February 2015 will be the date the school community engages in mid-point progress monitoring activities.

**Part 6b.** Complete in **February 2015**.

|     |  |  |     |  |    |
|-----|--|--|-----|--|----|
| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 32. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |
|     |  |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Brooklyn School for Math and Research’s academic program in relation to the Strong Family and Community Ties is closely associated to each other in terms that various programs are offered to assist families and students to better themselves in academia and at home. Community resources such as Peer Mediation, Urban Ambassadors program, Brooklyn College mentorship, Grand Street Settlement, and CUNY College programs. The individuals that are involved in these programs have shown a noticeable improvement in student performance trends. Students are also challenged to be more independent, resourceful, and provide more leadership.

#### School’s strengths

- Programs specifically tailored to meet students’ needs i.e. after school tutoring, mental health
- Social and psychological assistance provided by Guidance and outside organizations
- Community Based organization, Make the Road, has in-school services provided by full-time staff

Diversity of staff to assist in the diverse student population

#### School’s needs

- Additional programs for after-school mentorship and extra-curricular activities
- Increased parent involvement to help improve academic achievement

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2012, at least 60% of the student’s parents/guardians will participate in at least 3 parent involvement activities as measured by curriculum night sign-in sheets, parent workshops, *Parent Association* and *Parent-Teacher Conference* attendance sheets.

These activities addressing the Strong Family and Community Ties are also relevant because families can apply all the various workshops and services that the school provides for the long term. The information gathered can be used indefinitely.

To increase and improve parental involvement and hence, improve student achievement, our school will provide a high quality curriculum consistent with the common core learning standards. We will consistently communicate with the families of our students in the native language of their parents and provide them reasonable access to our faculty and staff. School administration, faculty, and staff will

be avid supporters of the school’s Parent Association and any reasonable agenda proposed for the benefit of academic success. Efforts to address this goal will be implemented throughout the course of the school year. Specific strategies are highlighted in the subsequent section for this goal.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>37. Strategies to increase parent involvement and engagement<br>38. Activities that address the Capacity Framework element of Trust   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <b>Activity #1</b><br><b>School-Home Communication:</b> B-SMaRt parents are assigned a Parent Information Folder in which parents will receive pertinent school related information such as monthly school calendars, parent workshops on graduation requirements and New York State Learning Standards, Parent Association meeting and Parent/Teacher Conferences notices. Parent Information Folders will be maintained at school; Parents will receive their Information folder via student at which that parent will sign a letter confirming that they received the content of the folder and return the folder with its signature sheet to school via student. Also to communicate with teachers and to receive real-time academic information regarding student progress parents are constantly directed to logon to their child’s Skedula account. There, parents have access to student’s class schedule, course information, tests scores and grades. | All B-SMaRt parents                                    | Sept. 2014 to June 2015                                   | Parent Coordinator   |
| <b>Activity # 2</b><br><b>Annual Title I Parent Meeting:</b> B-SMaRt will host its Annual Title I Parent Meeting where they will inform parents of the school’s Title I identification status; inform parents of their right to know about the professional qualifications of their child’s teacher.  | All B-SMaRt parents                                    | Sept. 2014 to November 2014                               | Parent Coordinator & Principal   |
| <b>Curriculum Night:</b> The school will host a curriculum night for parents the first month of the school year. Curriculum night will provide parents with an opportunity to meet with faculty and staff members and inquire about the course expectations for their children as well as receive pertinent information for academic success. Curriculum night coincides with the school’s first open house of the year.  | All B-SMaRt parents and prospective parents            | Sept. 2014  | Parent Coordinator & Guidance Counselors   |
| <b>Student Data Workshops:</b> B-SMaRt will regularly provide parents with access to student data so that parents can work with their child to set specific and targeted academic goals. At workshops parents will receive training and materials in using ARIS and Skedula to utilize student data for setting educational goals per cohort year.  | All B-SMaRt Parents                                    | Sept. 2014 to April 2015                                  | Parent Coordinator   |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources that we would need to implement the action plan include additional professional development to insure staff is aware of the goal and additional hire of part-time teachers to provide extra feedback of programs offered.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  | Tax Levy |  | Title I Basic |  | Title IIA |  | Title III |  | Grants |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

|  |
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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

We should be able to survey parents and students at the end of each marking period. The overall information would be most obvious at the 3<sup>rd</sup> marking period of each semester.

**Part 6b.** Complete in **February 2015**.

|  |  |     |  |    |
|--|--|-----|--|----|
| 41. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|--|--|-----|--|----|

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>  |
|--|--|--|--|---|
| <b>English Language Arts (ELA)</b>                 | Assessments and Teacher Evaluations          | Revising, Sentence Starters, Prompting Elicit Information, Videos, Academic Talk, PowerPoint, Text, Articles, Supplemental Notes | Small group, Individual Instruction, Tutoring, Peer Assistance                       | <p>Two periods of Global History per week is devoted to interdisciplinary instruction with ELA.</p> <p>During the school day differentiated instruction and inquiry and project based is provided to support the varying learning levels.</p> <p>Additional small group tutoring is available four days a week during lunch.</p>  |
| <b>Mathematics</b>                                 | Assessments and Teacher Evaluations          | Guided Notes, Videos, Graphic Organizers, Kinetics, Scaffolding, Chunking  | Small group, Individual Instruction, Tutoring, Peer Assistance                       | <p>All ninth grade students receive 144 minutes of mathematics instruction during each school day.</p> <p>During the school day differentiated instruction and inquiry and project based is provided to support the varying learning levels.</p> <p>During the school day small group tutoring for students who failed math the first marking period is available from math teachers.</p> |

|   |  |   |  |   |
|---|--|---|--|---|
|   |  |   |  | <p>Additional small group tutoring is available four days a week during lunch.</p> <p>Tuesdays after school tutoring is available for all math subjects.</p> <p>Thursdays and Fridays after school tutoring is available for Trigonometry</p>   |
| <b>Science</b>  | Assessments and Teacher Evaluations  | Guided Noted, Videos, Graphic Organizers, Lab experiments                                 | Small group, Individual Instruction, Tutoring, Peer Assistance | <p>During the school day differentiated instruction and inquiry and project based is provided to support the varying learning levels.</p> <p>Additional small group tutoring is available four days a week during lunch.</p> <p>During lunch and every day after school Physics tutoring is available.</p> <p>Tuesdays and Thursdays tutoring in all other science areas are available.</p> |
| <b>Social Studies</b>   | Assessments and Teacher Evaluations  | Guided Noted, Videos, Graphic Organizers  | Small group, Individual Instruction, Tutoring, Peer Assistance | <p>During lunch tutoring is available for all areas in social studies.</p> <p>Mondays and Thursdays after school U.S. History Regents Prep is available for senior students.</p>  |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher and Dean Referrals, Academic Grades (via Report Cards and Skedula) | Academic and behavioral interventions, conduct sheets, Weekly Skedula monitoring sessions | Small group and/or Individual sessions                         | All ninth grade students have at least one meeting every month with the school counselor.   |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <p>All at-risk students meet with the school counselor once per week to check in on short and long term academic goals and strategies collaboratively set to improve in their classes.</p> <p>All at-risk students meet with the school counselor weekly to receive their daily conduct sheets.</p> <p>Mandated special need students meet with school counselor as per IEP mandates.</p> <p>At-risk students receive outside counseling referrals to Mental Health agencies as needed.</p> |
|--|--|--|--|---|

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |
|---|--------------------------|----------------------------------|-------------|
|---|--------------------------|----------------------------------|-------------|

### Part 2: All Title I Schools

#### 2a. 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.

#### 2b. 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).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name  | Fund Source<br>(i.e. Federal, State or Local) | Funding Amount:<br>Indicate the amount contributed to Schoolwide pool.<br>(Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. |                                 |
|---|---|---|---|---------------------------------|
|   |   |   | Column A<br>Verify with an (X)  | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                              | Federal                                       |   |   |                                 |
| Title I School Improvement 1003(a)                  | Federal                                       |   |   |                                 |
| Title I Priority and Focus School Improvement Funds | Federal                                       |   |   |                                 |
| Title II, Part A                                    | Federal                                       |   |   |                                 |
| Title III, Part A                                   | Federal                                       |   |   |                                 |
| Title III, Immigrant                                | Federal                                       |   |   |                                 |
| Tax Levy (FSF)                                      | Local   |   |   |                                 |

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Brooklyn School for Math and Research (B-SMaRt)**, 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 the school and the families. The 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 the school community. **B-SMaRt** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

|  |                         |                          |
|--|-------------------------|--------------------------|
| District <b>32</b>                                       | Borough <b>Brooklyn</b> | School Number <b>168</b> |
| School Name <b>Brooklyn School For Math And Research</b> |                         |                          |

### 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 <b>Dr. Perry Rainey</b>                                  | Assistant Principal <b>Jacqueline Jarvis Squire</b> |
| Coach <b>type here</b>   | Coach <b>type here</b>                              |
| ESL Teacher <b>Yuanzhu Yu</b>                                      | Guidance Counselor <b>Deanna Torres</b>             |
| Teacher/Subject Area <b>Suraiyah Abdul-Wahab</b>                   | Parent <b>Bibi Meerza</b>                           |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Emily Chen</b>                |
| Related Service Provider <b>type here</b>                          | Other <b>type here</b>                              |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                              |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |               |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>202</b> | Total number of ELLs | <b>24</b> | ELLs as share of total student population (%) | <b>11.88%</b> |
|--|------------|----------------------|-----------|---|---------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 24 | Newcomers (ELLs receiving service 0-3 years) | 14 | ELL Students with Disabilities | 6 |
| SIFE                        | 7  | ELLs receiving service 4-6 years             | 5  | Long-Term (completed 6+ years) | 5 |

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           | 15                | 3    | 2   | 5                | 3    | 1   | 7                                  | 3    | 4   | 27    |

| 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   |    |
| <b>Total</b>  | 15  | 3    | 2                | 5   | 3    | 1                                  | 7   | 3    | 4     | 27 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> |     |      |                  |     |      |                                    |     |      |       |    |

**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     |
| <b>TOTAL</b>                                   | 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  |
| <b>TOTAL</b>                                   | 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  |  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Spanish      |          |          |          |          |          |          |          |          |          | 8         | 8        | 2        |          | 18        |
| Chinese      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          | 2         |          |          |          | 2         |
| Haitian      |          |          |          |          |          |          |          |          |          | 3         |          |          |          | 3         |
| French       |          |          |          |          |          |          |          |          |          |           | 1        |          |          | 1         |
| Korean       |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| <b>TOTAL</b> | <b>0</b> | <b>13</b> | <b>9</b> | <b>2</b> | <b>0</b> | <b>24</b> |

## 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)     |          |          |          |          |          |          |          |          |          | 5         | 3        | 2        |          | 10        |
| Intermediate(I) |          |          |          |          |          |          |          |          |          | 6         | 2        | 0        |          | 8         |
| Advanced (A)    |          |          |          |          |          |          |          |          |          | 3         | 3        | 1        |          | 7         |
| Total           | <b>0</b> | <b>14</b> | <b>8</b> | <b>3</b> | <b>0</b> | <b>25</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</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/<br>WRITING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

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

**NYS Math**

| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 5                     |         |    |         |    |         |    |         |    | 0     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     | 8       |    | 2       |    | 0       |    | 0       |    | 10    |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 |         |    |         |    |         |    |         |    | 0     |
| 8 | 3       |    | 4       |    | 1       |    | 0       |    | 8     |

| 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           | 2                          |                 | 1                           |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math _____                   |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            | 1               |                             | 0               |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.  
To assess the early literacy skills of ELLs, the students are required to take the NYSESLAT in April and May. If they do not pass the exam, they are placed in our ESL program. If the students are newcomers to the country, they are required to take the Lab-R exam to identify their mastery of the English language. In addition to their placement in the ESL program, these scores are used to help content

teachers differentiate instruction. The data from the test results tells teachers, especially the ESL teacher which aspects of the modalities of the English language require the most attention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
When analyzing the data patterns across proficiency levels, it was realized that most students have mastered the English language orally especially students who have lived in the country for 2+ years. Despite grade level, only 20% of the students made progress. The areas of most need are reading, writing and listening. According to the 2013 NYSESLAT data, the scores of the students in the aforementioned areas either decreased or stayed the same compared to NYSESLAT scores from previous years. These scores are also indicators of how students perform in content area classes. It also reflects their proficiency level of their writing and reading skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The NYSESLAT results show that there is minimal progress especially in writing. Knowing the results of each section informs teachers what areas ELL students struggle with and how to help them improve.  
Reading: ELL students are required to find the main idea of a passage, sequence, as well as similarities and differences. In Reading, Prior knowledge is activated from the reading of the title or by looking at pictures.  
Writing: Students are taught to write a well-organized essay. They are given the format to help organize their writing.  
Listening: Students listen to a passage by teacher or watch a video and then they answer questions based on what they heard.  
Speaking: Students participate in conversations on a range of topics to practice their speaking skills. The Annual Measurable Achievement Objectives are used to assess the students in classroom activities and assignments. The data shows that ELL students need to practice their grammar skills and follow the standard conventions of English. The Spring 2013 NYSESLAT results are not available on the RNMR at this time.
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?

Across proficiency and grade level, not much progress is being made. All classes are taught in the English language, although some classroom activities and assessments may be provided in the native language. Every two weeks, ELL students are given a test comprised of reading, writing and vocabulary to monitor their progress. During the Department Meetings, the results are shared in order to provide effective differentiation for ELLs.

Part b: Not Applicable  
Part c: Not Applicable
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](#).)  
For ELLs, the Lab-R and NYSESLAT is used to identify the mastery of the English language. That data is used as the baseline to identify progress made with the use of the ESL class as well as the push in service for all ELL students in their classrooms. If students need a more targeted or intensive academic support service, they would be required to move to Tier 2 and get the instruction they need in a small group setting.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
With the Common Core state Standards, students are required to learn the academic vocabulary as well as the second language with the support of the native language and content differentiated for understanding by activating prior knowledge or schema.
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.).  
In previous years, only 20% of students have made progress. This year (2013-2014), the school has its first ESL program. The ESL program will teach the ELL students the necessary skills in order to make progress on the NYSESLAT exam. The comprehensive exam (NYSESLAT) will be used to evaluate the success of this new program for ELLs.

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](#).)  
If a student is entering the NYC public school system for the first time a licensed pedagogou administers the Home Language Identification Survey (HLIS) and conducts an interview in English and in the native language. Spanish speaking liscensed Pedagogoe's are available to provide native language support during the intake process. The DOE Language Interpretation Unit is utilized in order to provide support for languages not spoken by pedagogoe's.

If the student does not speak any language but English, then he or she is NOT an ELL and will be scheduled for general education program. If the informal interview and the HLIS demonstrate the student speaks a language other than English and they speak little or no English, then the Testing Coordinator administers the LAB-R within 10 days from the student's initial day of arrival at the school. To ensure all of the entitled ELLs are tested, the ATS report RLER is used. If the student scores below proficiency (i.e. beginning, intermediate, or advanced level), then the student is deemed an ELL. After we get the results, a parent orientation is conducted where the parent views a video of the different ELL programs that are available in the city of New York. At the end of the session the parent selects a program, and the student is placed according to the parent choice. The entire process is completed within 10 school days.

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.

Twice a year, the ELL Coordinator conducts workshops during Student Led Conferences to explain the three program choices (ESL, Transitional and Dual Language) available to continuing ELL students. The content of the workshops are based on the materials featured in the EPIC toolkit, as well as a viewing of the Parent Orientation video. A formal letter inviting parents to attend the ELL Orientation is backpacked home with students alongside the Student Led Conference letter. Follow up calls are also made by the ELL and Parent Coordinators to confirm parent attendance. In addition, Advisors facilitating Student Led Conferences are alerted as to which parents have been requested to attend the ELL Orientation, and they assist in reminding and directing parents to the appropriate location.

If we receive new students during the course of the school year, we conduct similar one on one video orientations so that they can be made aware of the program choices at their disposal. These orientations occur within the first 10 days of the student's arrival.

After all program options have been explained to the parents of ELLs as outlined above, parents select the program they want for their child. If they select an ESL program, we will meet with the parent and student and explain to them in their native language how the program will run at our school in addition to what the student's daily schedule will look like. If 20 or more parents of the same native language select a bilingual or dual language program as an option, we will open a class. If these options do become available, we will make outreach to parents via phone and written communication, and facilitate a meeting to explain their options.

If fewer than 20 choose this option or opt for a dual language program, we will meet with the parents and students and discuss the program options at our school or assist them in finding a more appropriate placement at another school. Meanwhile, the school keeps track of parents requests for bilingual programs and forms are kept on file with the ELL coordinator. If the

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

In the beginning of the school year, we backpack continued entitlement and non entitlement letters to notify parents of the

NYSESLAT results from the previous spring. In addition, we include the parent survey and program selection forms and an invitation to the new and continuing ELL orientation, where they watch a video of ELL programs that are available in the city of New York. The information sent home indicate that the forms need to be filled out and returned to the school immediately. A week after the forms are sent out, a phone call is made as a reminder that the forms need to be returned as soon as possible. If a form is not returned, the default program for ELL's is Transitional Bilingual Education and the student is temporarily placed in ESL.

The program selection forms returned yearly, as well as copies of entitlement letter and continued entitlement records sent home are stored in the schools ELL files. These files are maintained by the ELL Coordinator.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
After all program options have been explained to the parents during the ELL parent orientation (as outlined above), parents select the program they want for their child. If they select an ESL program, we will meet with the parent and student and explain to them in their native language how the program will run at our school in addition to what the student's daily schedule will look like. If the faculty are unable to communicate with the parents in their native language, the DOE's Translation and Interpretation Unit services will be utilized to assist with written and verbal communication. If 20 or more parents of the same native language select a bilingual program as an option, we will open a bilingual class. If fewer than 20 choose this option or opt for a dual language program, we will meet with the parents and students and discuss the program options at our school or assist them in finding a more appropriate placement at another school. Meanwhile, the school keeps track of parents requests for bilingual programs and forms are kept on file with the ELL coordinator. In addition, parent selections are recorded on the ELPC screen in ATS within 20 days of enrollment.

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.  
In preparation of NYSESLAT administration, the ESL teacher will meet with the ESL coordinator to obtain the RLAT and RLER (ATS reports) to determine students eligibility. Then, the ESL teacher will determine an administration schedule during the Spring NYSESLAT assessment window. All Listening, Reading and Writing sections of the exam will be administered during students ESL classes by their ESL teacher, Mr. Yu. For the Speaking portion, students will be pulled individually to take the exam during periods three and seven. When administering the listening section, the ESL teacher will ensure that the CD is only played one-time. All Ells who receive Special Education services, will be placed in a separate location, with extended time as per their IEP testing accomodations.

The ESL teacher will also schedule a make-up testing day for all four modalities. This will ensure that all students are given the opportunity to sit for all portions of the exam.

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.   
In reviewing the trend in program choices, we are noticing an increase in requests for Transitional Bilingual programs. Requests for this program have risen from over the last three years from 0% to 7% to 16%. The school is noticing that an overwhelming majority of these requests are coming from new admits who have been in the country for 0 to 3 years.

ESL has consistently been the most requested program over the past few years. In 2011-2012 100% of parents requested ESL and in 2012-2013 73% requested ESL. These numbers show that the ESL program at our school aligns with parent requests. To date we are not yet able to accurately assess the program selection forms for this year. This year 36% parents returned the Program Selection forms. 16% selected both ESL and Transitional Bilingual, and 4% Dual Language. We are aware the default program for parents who did not attend the orientation is Transitional Bilingual Education. The school is tracking parent requests and is willing to open a program once we have 20 students in one grade who share the same preference. Parents will be contacted once we reach this number.

## 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])?

The school has implemented an ungraded heterogenous pull out model model with the goal of achieveing English Language proficiency. Our program has continued to develop, as this year is the first year that we have our own ESL teacher servicing our students. Previously our school shared ESL teachers with other schools in the building.

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)?

B-SMART ensures that each student is provided with the mandated number of instructional minutes outlined in the NYS CR Part 154 by embedding their ESL classes into their regular class schedules. Beginning students receive 540 minutes per week, Intermediate 360 and Advanced 180 respectively. Students are programmed into their ESL classes based on their proficiency level as determined by their scores on the LAB-R or NYSESLAT.

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.

In the ESL class, we teach the topics taught in the core subject areas. It gives ELL students the opportunity to practice and expand on what they have learned. For example, the ESL teacher cooperates with the social studies teacher to write a five-paragraph essay in the content area. All classes are taught in English.

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

At the beginning of the school year, newly admitted ELLs are administered the Lab R exam in order to see their proficiency of the English Language. During this same time period, newly admitted Spanish speaking ELLs are administered the Spanish LAB in order determine their native language proficiency. At the end of the year, students are also administered the NYSESLAT in order to measure their progress.

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

In the ESL class, ELLs are given a test biweekly based on reading, writing and grammar. The ESL teacher uses the "Do Now" portion of the lesson to assess the progress of the students. Weekly, students are to listen to a short video and write a summary based on

the video or answer the questions on a worksheet in order to prepare the students for the Listening portion of the NYSESLAT exam. In the ESL class, assessments are made according to the NYSESLAT and graded according to the NYSESLAT rubric.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All ELLs are taught daily conversation and academic vocabulary simultaneously. They are also graded according to the English as the Second Language requirements. Newcomers are taught the basic skills of the English language. They are also paired with ELL students of 2+years so they may have a translator. Heteogenous grouping is extremely important to ensure that all ELLs are practicing the skills. For long term ELLs, their targeted area is the writing modality. They are given more assistance with writing a five paragraph essay according to pictures or charts. Former ELLs are not provided with any ESL services. They are placed in mainstream classes.

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?

All teachers are provided with a list of their ELLs-SWD as well as their testing accomidations. All teachers have access to each ELL-SWD's IEP in order to ensure they receive the mandated services. When an IEP is updated after an annual review, teachers are also made aware of the update. To provide access to academic content areas and accelerate English language development, ELL-SWDs are placed in a Integrated Collaborative Teaching (ICT) setting. The instruction by teachers is differentiated for them and they are usually given graphic organizers. They are also grouped heterogeneously in the classroom in order to help with topics they may be struggling with. In addition, some ELL-SWDs might be pulled out during instructional time to get the content explained with grade-level appropriate materials.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ELL-SWDs are placed in the least restrictive environment in the school. They are placed in the Integrated Collaborative Teaching Setting for core subject areas (as outlined in their IEP's). This allows for the necessary services to be received alongside the content. When necessary, ELL-SWDs are pulled out for small group instruction.

### Courses Taught in Languages Other than English

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

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

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

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

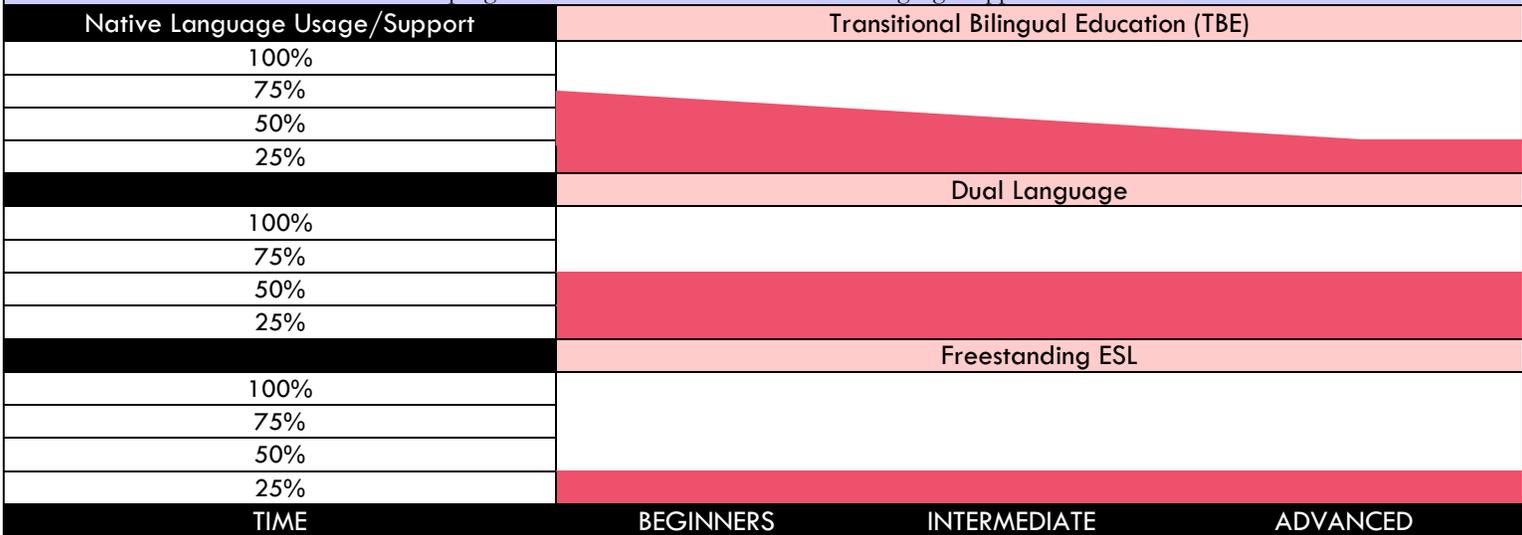
|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.
- All intervention services are taught in English. For the school, the ELL students are placed in a class for 1-3 periods a day. In the ESL program, students are taught the ELA and Social Studies content. For the core subject areas, they are placed in a heterogeneous setting with the support of two teachers. ELLs are also given the instructions to assignments in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is the first time a pull-out class has been administered in the school. Thus far, ELL students are getting the service they need in order to improve their mastery of the English language. In this class they are given the chance to read, write and speak English at their own level. All teachers are aware of the ELL students in their classes including their native language in order to differentiate instruction accordingly. Social Studies, Math and Science teachers use ELL students' native language as a way to teach the content as well as pictures and videos to understand the questions being posed.
11. What new programs or improvements will be considered for the upcoming school year?
- A pull-out model for the ELL students allows them to learn more at their own level as well as make progress.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students have access to the general education curriculum with differentiated instruction. ELLs participate in all school programs; specifically co-curricular and extra-curricular activities with monolingual students. At this time, B-SMART does not have any supplemental programs specifically for ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The use of the Smartboard, laptops, the internet as well as textbooks, dictionaries, word walls and visual aids gives ELLs the support they need in content area classes. All teachers used the aforementioned materials to help ELLs with the English language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All classes are taught in English, but ELL students are allowed to read directions for assignments in both English and their native language as well as have assessments administered in their own language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required Services support and resources as well as other resources are according to each ELL's grade level as aligned to the Common Core State Standards.
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.
- ELL students get an opportunity to become acclimated with the school structure and protocols during the summer bridge program that all incoming students are invited to attend in July and August. During the year, the ESL teacher, ELL coordinator and general education teachers collaboratively work to inform students of the ESL classes and tutoring support available at the school. In addition, the ESL teacher also acts as an advisor to the ELL students. In this role the students are provided with tips on activities they can do independently to help them continue to develop their reading, listening and writing skills in anticipation of the upcoming school year and during the year.
18. What language electives are offered to ELLs?
- Chinese is the only language elective offered to all students at the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

### 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.

The B-SMART professional development plan for all ELL personnel at the school (Principal, ESL Teachers, ELL Coordinator, Content Area Teachers, Guidance Counselor and Secretary) include participation in professional development offered by the Network, DOE, and Office of ELLs (on and off site). The development facilitated by Teachers College (Columbia University) during our Wednesday afternoon professional development time slot, will satisfy the minimum 7.5 hours of mandatory ELL training. Records will be maintained by sign-in sheets distributed by the school.

Calendar of PD dates for the current school year include:

11/27/13 How to Write Differentiated Lesson Plans

1/31/13 Differentiated Instruction (Focus on ELLs)

3/5/13 Differentiated Assessments for ELLs

4/23/13 Updating IEP's to Better Serve the Needs of Ells (As Gleaned through Classroom Observations)

The Professional Development facilitated by Teachers College help teachers modify their curriculum and lesson plans, so that they can be sure to deliver Common Core-aligned instruction. The facilitator works with the staff during these sessions to differentiate the content and process. Professional Development has included a focus on Socratic Seminars to help students participate effectively in group discussions with diverse partners on current affair issues. Other Professional Development has focused on aligning existing curriculum with common core learning standards. In these sessions, teachers learned how to align standards to outcomes in their unit lesson plans. In addition, we have had Professional Development that has examined the six instructional shifts that need to be made to effectively implement the Common Core State Standards in the ELA/Literacy curriculum.

In order to assist ELLs and all students as they transition from middle school to high school, grade advisors participant in in-house workshops in the beginning of the school year. In these workshops, the advisors are trained by the Assistant Principal and Guidance on interactive activities they can use to build relationships between students, so that they can feel comfortable in their new school environment and to help them learn study and time management skills needed to be successful. In addition, the Guidance Counselor, who is also the ELL coordinator, works closely with the grade team, advisors and ELL students on attendance, academics and personal issues. We plan for the Guidance Counselor to receive professional development on additional academic services available to support Ells both in and outside the classroom.

## 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?

Parents are involved with Parent Association meetings, as they are also encouraged to attend School Leadership Team meetings that take place monthly. Parents and guardians are also invited to volunteer with Brooklyn School for Math and Research's dances, school trips, and volunteer opportunities. Parents that need to be contacted in Spanish are relayed the message through a phone messenger program by Ms. Alberda, the Parent Association's secretary. We also use the Department of Education's Translation resources, either it be translating letters, face to face conversations, and phone.

The Brooklyn School for Math & Research partnered with the local Brooklyn Public Library to offer parents of ELLs the opportunity to take free English classes. B-SMaRt also partners with Make the Road and Simpson Thacher & Bartlett LLP. These organizations provide a variety of services commonly sought by parents of ELLs such as ESL and GED classes, as well as free legal assistance for families with immigration and housing issues.

In the beginning of the school year, parents and guardians are asked to fill out the Language Preference forms. Accordingly, we surveyed the parents of ELLs on procedures in how they would like to be contacted (phone, face to face, or translated letters). Detailed communication such as letters and phone calls are used to relay messages between teachers and ELL students and their families. Outside resources we are using include the Bushwick Legal Clinic and Make the Road NY, where ELL parents are assisted in legal matters and housing issues.

At B-SMaRt, all parents are given the opportunity to join the Parent Association (PA). Through involvement in the PA they can support after school programs and attend workshops to receive information on pertinent immigrant and health issues. Training workshops offered through the school, teach parents how to access and monitor their child's academic progress via Pupil Path, an online system that allows them to view attendance records, class schedule, assignment due dates and grades, and graduation eligibility.

Workshops will also be offered to assist all parents in understanding the expectations and promotion criteria used to evaluate their children's academic performance. Distribution of announcements and notices will be sent home in both English and in the native language of the parent.

## 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

| <b>School Name: <u>The Brooklyn School For Math A</u></b>                                |                      |                  | <b>School DBN: <u>32K168</u></b> |
|--|----------------------|------------------|----------------------------------|
| <b>Signatures of LAP team members certify that the information provided is accurate.</b> |                      |                  |                                  |
| <b>Name (PRINT)</b>  | <b>Title</b>         | <b>Signature</b> | <b>Date (mm/dd/yy)</b>           |
| Dr. Perry Rainey   | Principal            |                  | 12/5/13                          |
| Ms. Jarvis Squire  | Assistant Principal  |                  | 12/5/13                          |
| Ms. Emily Chen   | Parent Coordinator   |                  | 12/5/13                          |
| Mr. Yu   | ESL Teacher          |                  | 12/5/13                          |
| Ms. Bibi Meerz   | Parent               |                  | 12/5/13                          |
| Ms. Suraiyah Abdul Wahab   | Teacher/Subject Area |                  | 12/5/13                          |
|  | Teacher/Subject Area |                  | 1/1/01                           |
|  | Coach                |                  | 1/1/01                           |
|  | Coach                |                  | 1/1/01                           |

|                   |                    |  |         |
|-------------------|--------------------|--|---------|
| Ms. Deanna Torres | Guidance Counselor |  | 12/5/13 |
|                   | Network Leader     |  | 1/1/01  |
|                   | Other _____        |  | 1/1/01  |

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

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

**DBN:** 32K168      **School Name:** Brooklyn School For Math And Resear

**Cluster:** 6      **Network:** 611

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

**Part A: Needs Assessment Findings**

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

B-SMART uses various data to assess the school's written translation and oral interpretation needs to ensure all parents are provided with information in a language they can understand. The Home Language Report 169 (RHLLA) generated through ATS is used to identify the home languages spoken in the school community. In addition, the Parents Preferred Language Form distributed to parents during initial enrollment (first 30 days), and interaction with the Parent Coordinator is used to determine what language the family prefers to receive written and oral communication from the school. In addition, all students are required to submit an Emergency Card when they first enter the school. On that form, they must enlist the language they are more comfortable in speaking with their teachers and administrators.

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.

After reviewing The Home Language Report, we found that there are 7 home languages spoken in our school community. Out of the 203 members of our community, 43 speak Spanish, 3 Haitian Creole, 2 Arabic, 2 Bangladesh, 1 Dutch, and 1 French. In reviewing the Parents Preferred Language Form, we found that many of the families who speak a language other than English (as outlined above) prefer to receive written and oral communication from the school in their native language. Findings were reported to the school community through the distribution of a Home Language List. This list serves as a reference for Faculty and Office/Attendance staff that regularly communicate with families. Findings were reported to the school community through the distribution of a Home Language List. This list serves as a reference for Faculty and Office/Attendance staff that regularly communicate with families.

## Part B: Strategies and Activities

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

Documents sent home to parents identified as non-English speaking, are also retrieved from The Department of Education Website (when available), as well as translated by school support staff who speak the identified languages and have experience translating documents from one language to another. In addition, B-SMART will also utilize The Department of Education's Translation and Interpretation Unit when needed to translate critical documents in other languages that can not be translated by the school. In addition, the Parent Association has members that volunteer to translate letters and communicate with parents that need translation services both during PA meetings and school events.

Referring to A-E of Section VII of Chancellor's Regulations A-663, the following are procedures used to ensure timely provision of translated documents. Parents' Bill of Rights (Section A) is available with the Parent Coordinator and in the guidance department, along with posting in the main office. Our signage of availability of interpretation services (Section B) is displayed in the Main Office's bulletin board, which is the first item visitors see when on campus. The Safety Plan (Section C), also displayed in the Main Office, contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. 32-K-168 also uses the Department of Education's Translation and Interpretation services to provide memos and documents so that correspondence is understood by parents. The school's website provides a link to the Department of Education's website (Section E), which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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

In an effort to promote home-school communication B-SMART provides oral interpretation services to non English speaking families. Our faculty and support staff, as well as parent volunteers, who are fluent in Spanish, will act as interpreters and translators for our Spanish speaking parents when the need arises. In order to communicate important information to families during events such as Parent/Teacher Conferences, we plan to utilize over the phone translation services provided by the DOE Translation and Interpretation Unit for languages that are not spoken by faculty at the school.

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>.

Translators will be used to assist with school events, such as Parent/Teacher Conferences; workshops; and other important meetings with DOE staff and parents. B-SMART will contact the DOE Translation and Interpretation Unit for assistance in translating languages that are not spoken by faculty at the school.