

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

School Name: BROOKLYN ARBOR ELEMENTARY SCHOOL

DBN (i.e. 01M001): 14K414

Principal: EVA IRIZARRY

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Superintendent: ALICJA WINNICKI

Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Eva Irizarry	*Principal or Designee	
Laura Beck	*UFT Chapter Leader or Designee	
Emily Spunt Yemini	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cristina Albarran	Member/ Chairperson/Assistant Principal	
Josiah Houston	Member/ ESL Teacher	
Elizabeth Reed	Member/ Teacher	
Roberto Portillo	Member/ Parent	
William Croxton	Member/ Parent	
Louisa Pregerson	Member/ Parent	
Esther Velez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 75% of all students in first through fourth graders will increase three independent reading levels, as measured by the Fountas & Pinnell assessment system.

Comprehensive Needs Assessment

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

Based on beginning of the year baseline reading data, approximately 35% of first through fourth grade students are reading below grade level. Additionally, our average third grade Performance Rating on the English Language Arts Common Core State Exam was 2.12, significantly lower than the city-wide level of 2.47. In order for our students to meet Common Core Standards and be college and career ready, students need to be approaching or on grade level in reading before beginning middle school.

Instructional Strategies/Activities

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

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

Strategy/Activity 1: Providing quality Common Core aligned Balanced Literacy instruction to all students through Reading Workshop. Teachers will utilize Teachers College Reading and Writing Project's reading units to deliver powerful lessons in the workshop model aimed at increasing fluency and comprehension. As part of a 45 minute daily reading workshop, teachers will pull small strategy and guided reading groups to further differentiate for all learners. All students will be read aloud to on a daily basis and lower grade students will also benefit from shared reading work. Additionally, word solving skills will be taught during a daily Word Study block using the Wilson Foundations program.

Strategy/Activity 2: Students with an Individualized Education Plan who receive Special Education Teacher Support Services will be provided with a research-based intervention reading program to meet their individualized reading goals.

Strategy/Activity 3: Students will be able to check out high interest books on a weekly basis through our fully functioning circulating school library.

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

Strategy/Activity 1: Classroom Teachers, TC Consultants and School Leaders

Strategy/Activity 2: Classroom Teachers, Special Education Teacher, Special Education Coordinator, IEP Team

Strategy/Activity 3: Classroom Teachers, Paraprofessional

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

Strategy/Activity 1: Students will be assessed using the Fountas & Pinnell Assessment System 3-6 times across the school year. This progress is carefully tracked and shared across the school. In January 2015, student data will be carefully analyzed school-wide to determine the level of progress made and identify the instructional implications/next steps.

Strategy/Activity 2: Attendance sheets will be used to evaluate the level of parent participation in these workshops. The SLT, Parent Coordinator and PA will provide regular feedback as to what concerns have not been addressed.

Strategy/Activity 3: Circulation of books will be monitored and recorded via the Destiny Library Management Software

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

Strategy/Activity 1: September 5, 2014 through June 26, 2015

Strategy/Activity 2: September 5, 2014 through June 26, 2015

Strategy/Activity 3: September 5, 2014 through June 26, 2015

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

Strategy/Activity 1: All first through fourth grade classes will be provided with well-balanced classroom libraries which will include both fiction and nonfiction texts, varied

levels to match readers, high interest books, and content/unit specific books. In addition to classroom libraries, first through fourth grade teachers will have access to a fully stocked guided reading bookroom where they can borrow book sets to support their small group instruction and book clubs. In partnership with TCRWP, 10 school visits will be scheduled for each of the two literacy consultants to provide demonstration lessons, provide feedback and support teacher practice. All teachers will be provided with the Fountas & Pinnell Assessment Systems 1 and 2 and a complete Wilson Foundations program kit.

Strategy/Activity 2: Students will receive weekly intensive instruction using the Fountas and Pinnell Level Literacy Intervention program in a separate location with no more than eight students in a group.

Strategy/Activity 3: Students will be scheduled to visit the library on a weekly basis. All students will receive a library card through the NYC Public Library that will provide access to both school and public library materials. The library is fully equipped with a Smartboard, a class set of laptops and a document camera to support instruction.

Strategies to Increase Parental Involvement

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

During "Meet the Staff Night" in September 2014, clear literacy expectations will be communicated to all parents. Resources regarding the Common Core Learning Standards and other materials, such as class newsletters, will be provided throughout the school year to help parents work with their children to improve their reading levels. We will provide a parent workshop on reading levels in the winter of 2015 facilitated by teachers across grade levels. Teachers and parents will discuss student's progress during Parent Teacher Conferences in November 2014 and March 2015. Parents will receive at least two progress reports a year, in addition to report cards, in order to update parents on students' progress. This information will give families a strong indication if the work they are doing in school and at home is proving successful.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
None											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 75% of English Language Learners will move up one or more levels as measured by the end of year NYSESLAT assessment.

Comprehensive Needs Assessment

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

Brooklyn Arbor serves a district with a steady stream of English Language Learners throughout the school year. With 13% of our entire student population last year being ELLs, our school has made the educational services provided to these students a priority. Based on the 2014 NYSESLAT Exam, 63% of our English Language Learners demonstrated progress, with 51% testing at the proficient level. While our current Dual Language and ESL programs have been successful in supporting our English Language Learners as they graduate from this classification through NYSESLAT state test assessments, our staff and parent body are continuously working to refine our approach to meet the needs of our growing ELL student population who are expected to take high stakes tests in reading, mathematics, and science (depending on grade level) in their new language within one or two school years. With this goal, and the strategies used to reach it, Brooklyn Arbor intends to continue to guide our steady stream of English Language Learner students on a path to fluency.

Instructional Strategies/Activities

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

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

Strategy/Activity 1: Brooklyn Arbor's Title III afterschool program focuses on ELL students who have been in our school for less than two school years. Beginning in January and running until the end of the school year, 20 newcomer ELLs will work with two teachers for approximately 90 minutes once a week using a curriculum designed for supporting Newcomer ELLs as they transition into an English based learning environment.

Strategy/Activity 2: ELLs, both in the Dual Language and general education classrooms, receive daily ESL instruction. This instruction includes a heavily song based study of phonics, a visual, tactile and kinesthetic based approach to learning new vocabulary, and a familiarization with the design and expectations of the NYSESLAT state language skill assessment in all four modalities (speaking, listening, reading, and writing).

Strategy/Activity 3: With learning resources provided by the ESL and Dual Language teachers, classroom teachers differentiate lesson planning and classwork to both engage and support ELL students. Language teachers regularly meet, both informally and through school supported professional development sessions, with classroom teachers to discuss Newcomer learning journeys, share strategies, and work together to provide the most efficient instructional approach.

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

Strategy/Activity 1: Our ELL coordinator, ESL Teacher and a veteran teaching colleague plan and work in tandem to provide the instructional component of the program. The curriculum used for this instruction is from the National Geographic "Reach" program. It is called "In the U.S.A", and it is specifically designed for supporting Newcomer ELLs as they transition into an English based learning environment.

Strategy/Activity 2: The ESL Teacher runs a pull-out program where Newcomer ELLs are grouped together and provided a daily component of phonics, vocabulary, and NYSESLAT based learning activities focusing on all four language modalities (speaking, listening, reading, and writing).

Strategy/Activity 3: The Dual Language and ESL Teachers work together to create and continuously update a toolkit of Newcomer resources for classroom instruction. This toolkit includes physical resources such as a visual based Newcomer binder filled with student work activities and learning strategies to ease the initial transition into an English based learning environment, as well as technological based language resources Newcomers can utilize through individual exploration on a tablet or computer. These resources are shared and discussed with staff both informally and during formal professional development sessions.

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

Strategy/Activity 1: Using NYSESLAT based activities in speaking and listening, student language ability and confidence is assessed for growth and areas of focus for future instruction at the mid and end point of the afterschool ESL program.

Strategy/Activity 2: Students are informally assessed in the classroom on a regular basis throughout the school year using language skill checklists and the Fountas & Pinnell Assessment System as they work toward the NYSESLAT assessment of their abilities in all four language modalities (speaking, listening, reading and writing).

Strategy/Activity 3: Students are informally assessed in the classroom on a regular basis throughout the school year using language skill checklists and the Fountas & Pinnell Assessment System as they work toward the NYSESLAT assessment of their abilities in all four language modalities (speaking, listening, reading and writing).

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

Strategy/Activity 1: The ESL afterschool program begins in January and runs until the end of the school year in June.

Strategy/Activity 2: Brooklyn Arbor’s ESL program begins as soon as all new and eligible students have been tested with the NYSITELL. Pull-out instruction usually begins in late September, continues through NYSESLAT Testing in April and May, and runs until the end of the school year in June.

Strategy/Activity 3: Classroom instruction for Newcomer ELLs begins on the day of their arrival and runs until the end of the school year in June.

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

Strategy/Activity 1: The curriculum used for instruction in the ESL afterschool program is from the National Geographic “Reach” program. It is called “In the U.S.A”, and it is specifically designed for supporting Newcomer ELLs as they transition into an English based learning environment.

Strategy/Activity 2: The ESL pull-out program pulls from a wide array of resources which include teacher crafted games and songs, grade specific “Getting Ready for the NYSESLAT” student workbooks, and both the Foundations and “Reading Bear” phonics programs.

Strategy/Activity 3: The Newcomer toolkit is provided to every classroom teacher with a Newcomer in their classroom. This toolkit provides physical resources such as the Newcomer binder, technology based resources for individual language exploration on the tablet or computer, and teaching strategy resources for differentiating planning and instruction in the classroom.

Strategies to Increase Parental Involvement

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

We will host a Performance Expectations Overview for the parents of Newcomer ELLs in order to introduce parents to the reading, writing and math expectations in NYC, while providing suggestions for supporting students at home.

We will host three computer literacy sessions with parents where they are introduced to and familiarized with the use of electronic resources, such as Reading Bear, Extra math, and Front Row Math, to support student achievement.

We will host two ELA/MATH test preparation workshops to help parents of both ELLs and former ELLs ready our students for the rigorous demands of 3rd and 4th grade state tests.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
None											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, our current third grade students' mathematics proficiency level will increase by 25% as compared to third graders in 2013-2014, as measured by the New York State Mathematics Exam.

Comprehensive Needs Assessment

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

As a school, our third graders' average proficiency level on the Spring 2014 Common Core Math Exam was 2.15, demonstrating a struggle to meet the demands of the Common Core Learning Standards. Although grade-level teacher teams work together to align curriculum, we need to expand this process in order to articulate rigorous content and skills needed to promote college and career readiness for all students. During grade conferences and school-wide Professional Development sessions last year, many gaps and/or overlap in instruction was noted. The disparity was specifically in mathematics, as a result of using two different mathematics programs, one for the lower grades and one for the upper grades. Implementing a system of cross-grade, vertical planning will help ensure coherent mathematics instruction throughout the entire school. As recommended in our 2013-2014 Peer Quality Review, we need to "Continue to refine curricula and tasks so that all learners, including English Language Learners and students with disabilities, must demonstrate their thinking across grades and subject areas. (1.1)

Instructional Strategies/Activities

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

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

Strategy/Activity 1: Pre-k through fourth grade teachers will meet regularly throughout the year during our Monday and Tuesday professional learning and planning periods and during a spring planning retreat to address the following topics: (a) to identify and develop grade specific math vocabulary lists throughout the school in order to scaffold instruction, (b) to identify appropriate resources and materials across grade levels to successfully implement the curriculum, and (c) to identify and support the implementation of best practices.

Strategy/Activity 2: All teachers will supplement the math curriculum by incorporating a daily math focused Morning Meeting and utilizing weekly Number Talks to promote mental math.

Strategy/Activity 3: There will be an increase in the use of technology to promote computational fluency

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

Strategy/Activity 1: All classroom teachers, specialists, paraprofessionals and school leaders

Strategy/Activity 2: Classroom Teachers, Responsive Classroom consultant

Strategy/Activity 3: Classroom Teachers, Technology Specialist School Leaders

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

Strategy/Activity 1: By January 2015, teachers will have a minimum of two vertically aligned professional learning sessions that will analyze student data and identify instructional implications and next steps for math instruction.

Strategy/Activity 2: Based on instructional rounds, the frequency of math in Morning Meetings and Number Talks will be observed.

Strategy/Activity 3: Through Extra Math and other tablet applications and programs, student progress will be tracked and reported on an individualized basis.

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

Strategy/Activity 1: September 5, 2014 through June 26, 2015

Strategy/Activity 2: September 5, 2014 through June 26, 2015

Strategy/Activity 3: September 5, 2014 through June 26, 2015

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

Strategy/Activity 1: The School Development Committee will meet to plan, schedule and communicate vertical planning sessions utilizing the Monday Professional Periods as per the UFT Contract. Teachers will use curriculum and teacher guides from EngageNY and Go Math as well as the Common Core Learning Standards, to help plan monthly curriculum units. Curriculum maps will be posted in a designated area in the school as well as distributed via teachers' Brooklyn Arbor email addresses.

Strategy/Activity 2: All classroom teachers will receive a copy of the text Math in Morning Meeting. Additionally, all staff members will participate in a cycle of professional book clubs that will be centered around three math related books. Staff will have the opportunity to engage in professional dialogue that is anchored in the text and then relate it to student achievement.

Strategy/Activity 3:

Strategies to Increase Parental Involvement

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

Parents will receive regular newsletters from each teacher detailing the math unit of study taught in class to help parents work with their children at home. Parents will be informed of the math curriculum during Parent Open House in September and will be able to observe math instruction during Open School Week. Curriculum maps will be posted in a place easily accessible for parents to look at. Vertical planning documents will be used to help teachers provide suggestions to parents on how to support achievement at home. Workshops for second and third grade parents will be facilitated by classroom teachers to help support parents' understanding of the grade specific math standards and ways to prepare students for the next grade.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June, 2015, 100% of our pre-k through fourth graders will be engaged in high level visual art and music instruction for at least 60 full period sessions throughout the school year.

Comprehensive Needs Assessment

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

As indicated in our 2013-2014 School Survey Report, 30% of our parents wanted to see “stronger arts and enrichment programs”. Research concludes that students engaged in the arts in school have better attendance, are more engaged and have greater academic outcomes. Students participating in visual learning acquire techniques, gain information, synthesize what they have learned, make informed choices, and create unique and original works of self-expression. Students engaged in musical learning acquire techniques, are exposed to various musical traditions, develop leadership skills through performance and are given the opportunity to explore and express emotions. The skills and techniques they will acquire through the arts will transfer into their learning across the curriculum and for years to come.

Instructional Strategies/Activities

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

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

Strategy/Activity 1: A visual arts specialist will be staffed to provide developmentally appropriate weekly visual art instruction to every child at Brooklyn Arbor.

Strategy/Activity 2: Every child at Brooklyn Arbor will receive a developmentally appropriate weekly music class through Turtle Bay Music School.

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

Strategy/Activity 1: Licensed Art Teacher, Student Teacher through School of Visual Arts, Teacher-created curriculum

Strategy/Activity 2: Partnership with Turtle Bay Music School, two trained music instructors, funding through the Parent Association, grant through Walentas Organization, classroom teachers, parent-led Music Committee, Turtle Bay Music Curriculum

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

Strategy/Activity 1: Students will participate in an end of year Art Show. The works displayed will be compared to works created in the beginning of the year. A rubric will be used to analyze work and it will be determined if the students gained valuable art techniques throughout the course of the school year in their visual expressions. Report card grades will also be monitored from the beginning of the year to the end.

Strategy/Activity 2: Students will participate in an end of year Music Recital. The music performed will be measured to the level of musical competence in the beginning of the year. Through Turtle Bay Music, teachers will evaluate the overall program and if the goals have been met for their students.

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

Strategy/Activity 1: September 4 through June 26

Strategy/Activity 2: October 21 through June 25 (Fall and Spring Session)

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

Strategy/Activity 1: Blueprint for the Arts guide, Global Art Studio, Art Materials, trips to art institutions throughout the city

Strategy/Activity 2: Blueprint for the Arts guide, Refurbished music storage space, instruments funded by the Parent Association and Naomi Music Fund.

Strategies to Increase Parental Involvement

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

Strategy/Activity 1: The entire parent body will have the opportunity to meet the visual arts teacher in September 2014 during Meet the Staff Night and learn about the visual arts curriculum. Additionally, parents will be invited to visit the Art Studio during Parent Teacher Conferences two times a year and during Open School Week in November 2014. A “Specialist Newsletter” informing parents of the teaching and learning that takes place in the Art Studio will be distributed quarterly. All parents will be

invited in the Spring to view their child's artwork that will be showcased throughout the school. Parents of student artists selected for the Art Festival will be invited to celebrate their child's work, as well as meet other student artists, their families, other visual arts teachers and community members from District 14.

Strategy/Activity 2: The Parent Association and those serving on the Music Committee will meet with Turtle Bay instructors to discuss the curriculum and provide feedback. The Committee Chairperson will have direct contact with the Turtle Bay instructors to discuss and plan for materials, funding, and musical events. During monthly Parent Association meetings, PA officers and members of the Music Committee will have the opportunity to share progress and feedback with all Brooklyn Arbor families. All families will be invited to school-wide musical events led by Turtle Bay musicians throughout the school year. All parents will have the opportunity to observe their child receiving music instruction during Open School Week. Classroom teachers will provide parents with updates via class newsletters and their class website.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> •Guided Reading groups; strategy lessons; Shared Reading/Writing • Foundations Word Study Program •Fountas and Pinnell Leveled Literacy Intervention 	<ul style="list-style-type: none"> •Special Education Teacher Support Services •ICT classes on every grade •Small group instruction •Grade 3 and 4 Saturday Academy 	<ul style="list-style-type: none"> •During the school day •Saturday Sessions
Mathematics	<ul style="list-style-type: none"> •Deepening students' number concept and increasing addition and subtraction fluency with conceptual understanding, through the use of carefully chosen manipulatives, strategic questioning techniques, and interactive technology such as Extra Math 	<ul style="list-style-type: none"> •Special Education Teacher Support Services •ICT classes on every grade •Small group instruction •One-to-one 	<ul style="list-style-type: none"> •Extended Day 2:40-3:30pm every Monday and Tuesday •During the school day
Science	<ul style="list-style-type: none"> •Cross-curricular lessons * Science Superstars Club 	<ul style="list-style-type: none"> •Small group 	<ul style="list-style-type: none"> •During the school day Once a week after school
Social Studies	<ul style="list-style-type: none"> •Cross-curricular lessons 	<ul style="list-style-type: none"> •Small group 	<ul style="list-style-type: none"> •During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Responsive Classroom School Wide Approach <ul style="list-style-type: none"> •Morning Meetings/Closing Circle •Conflict Resolution Protocol •Role playing •Play therapy •Building self-control •Modeling •Social stories •Brainstorming 	<ul style="list-style-type: none"> •Small group/whole group •At risk and mandated counseling session 	<ul style="list-style-type: none"> •During the school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to recruit staff for our fairly new school, we will post all vacancies on the Department of Education website and Teachers College job board. We will attend various recruitment fairs around the city, meeting with energetic and driven individuals. We will also find potential candidates through the New Teacher Finder database and reach out to schools we admire who employed Teaching Assistants with full certification.

Through Article 18D of the UFT contract, we will gather a committee of experienced educators to sort all applications received. Once deemed qualified for a position, teachers will be interviewed by the panel members. Each candidate will be scored using a committee created rubric aligned to our school's vision and mission. Each candidate's references, employee history and certifications will be checked.

All educators hired will demonstrate mastery in the subject area they are teaching and have a deep understanding of the real-world application and its impact on students for middle school, high school, college and beyond. All teachers will be committed to making knowledge accessible, firmly believing that all students can learn.

All staff members will attend a rigorous summer training session with a goal to build a positive school culture through team building activities, communication of clear expectations, and articulating the school's vision. All staff members will be provided with a Brooklyn Arbor Staff Handbook, outlining all school policies, systems, professional learning norms and protocol.

Throughout the school year, teachers will participate in ongoing Professional Development, through whole group, differentiated sessions, "lunch and learns", study groups, as well as sessions outside of the school facilitated by expert consultants in the field (i.e. Responsive Classroom Trainers or Teachers College Staff Developers). Additionally, the "Professional Development Book of the Season" will serve as a mentor text and will be distributed to all teachers. Specific chapters will be assigned and discussed in monthly meetings. Topics will be revisited regularly in a spiral format to make sure it becomes a part of teachers' instructional practices.

Teachers new to the profession will have the additional support of a mentor that will be assigned to them by administration. Mentors will log and submit the amount of time they work with their mentee. The amount of support will be reduced gradually over time as mastery is evidenced.

Teachers, regardless of entry level, will have a Professional Growth Plan (PGP) that is co-authored by both school leaders and the teacher. The PGP, based on the National Professional Teaching Standards and the Danielson Framework, will outline specific areas where growth is needed and how this will be attained.

As a professional learning norm, teachers will receive consistent feedback following daily learning walks conducted by school leaders. Using low-inference observations, teachers will receive timely written feedback. This document will provide anecdotal evidence describing the highlights of the lesson and/or areas of concerns with next steps, aligned to the Danielson Framework. Professional support and guidance to ensure highly qualified teachers will be at the core of our educational plan.

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).

At Brooklyn Arbor, our robust instructional philosophy is rooted in the belief that students learn best when they are empowered to construct meaning and acquire knowledge in a safe and nurturing environment. Children, especially English Language Learners, students with disabilities or those who are under-performing, thrive when they are involved in learning experiences that are relevant, purposeful and interesting to them.

Without question, instruction at Brooklyn Arbor is closely aligned to the Common Core Learning Standards, follow the Scope and Sequence set out by New York State and build a bridge to New York City's Blueprint for the Arts. As national studies have shown, college and career readiness is directly linked to high expectations and benchmarks set at all levels of education.

Instruction is most effective when it builds on students' prior knowledge and interests in order to foster curiosity and independence of mind and deed. Through a combination of explicit modeling and project-based learning, students at Brooklyn Arbor make concrete connections across subjects and to the real world to develop 21st century skills. Interdisciplinary and project-based learning integrates knowledge and modes of thinking from two or more disciplines in order to create products, raise questions, solve problems and offer explanations for the world around them.

To prepare staff members to implement the Common Core State Standards, all staff participates in a week-long series of Professional Development before the start of the school year. During this time, staff members are introduced to/review the Common Core State Learning Standards. Staff members are provided with several resources to help facilitate their understanding of the standards. Some of these resources include a K-5 Mentoring Minds Common Core Standards and Strategies Flip Chart (for both ELA and Math) and websites such as <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> and <http://www.engageny.org/>.

Teachers at Brooklyn Arbor collaboratively plan curriculum and are guided by programs that have been approved by the state and city, such as Go Math, EngageNY, FOSS and Foundations. These and other teacher created materials are carefully planned and outlined on Monthly Curriculum maps, indicating the standards each lesson/unit addresses.

Professional Development is ongoing and differentiated to meet the needs of all staff. Teachers are encouraged to take an active role in reflecting upon and identifying the areas in which professional growth is needed. They are encouraged to seek and self-select opportunities for professional development and in turn are expected to share their learning with other members on staff. In addition to attending outside professional development, it is our belief that teachers learn best through the sharing of their own practices with their colleagues. Teachers are given the opportunity to visit their colleagues during "Inter-visitation Week" twice yearly to not only observe best practices but to also provide feedback that would help nurture professional growth. The Common Core Learning Standards guide our everyday practices and all members of our school community are well-versed and well-prepared to implement them on a daily basis.

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

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

Currently our school services seven (7) students in temporary housing. The funds allocated for these students are used to purchase needed supplies, such as notebooks, pencils and folders.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

It is no secret that students who attend pre-kindergarten have an advantage over students who do not. Getting a head start is known to boost students' academic readiness. It is critical for students to set out on an academic path with the proper footing.

Our pre-kindergarten program at Brooklyn Arbor carefully constructs the foundation for our instructional model. Preschoolers are immersed in project-based learning centered around the topics of study outlined in the "Foundation for the Common Core" such as living things or career development. Students are engrossed in these studies that span across multiple days. Many of these projects involve the family, who are invited to take a meaningful role in their child's learning. Pre-kindergarteners, as all our students currently do, will learn through play. This approach calls for teachers to know each student well and to differentiate for each learner.

Our pre-kindergarten teacher and kindergarten teachers work closely to develop seamless transitions from one year to the next and engage in ample conversations about kindergarten readiness. Teachers across both grades provide consistent feedback on the development of units to ensure they include a balanced diet of technology, the arts, science, social studies, and literacy. Our pre-k and k team learn from each other through professional development, inter-visitation days, planning sessions and staff retreats throughout the school year.

Brooklyn Arbor's school culture is one that embraces and welcomes family involvement. We see parents as partners and rely on them heavily for numerous initiatives, programs and volunteer events. Each family member receives a copy of our Parent Handbook designed to answer all questions families may have about our school and the year ahead. For the first week of school, pre-k and k families are invited to stay in the classroom with their children for some time in order to make a comfortable transition for all. Once the school year is underway, families will be invited for Family Fridays as well as ongoing Parent Mornings. Throughout the year, families will be provided with regular Progress Reports that outline the social, emotional and academic development of their child. Weekly newsletters go home detailing what is being studied and how

families can support their child's learning at home. At the end of the year, families will be invited to a Portfolio Showcase, a school wide event where students show off their work for the year to their parents and future teachers. Our pre-kindergarteners and their parents will visit the kindergarten classes in small groups during the month of June to acclimate them to what life in kindergarten might look like. We also have ongoing parent workshops related to parenting, transitions, readiness and expectations.

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.

At Brooklyn Arbor, student achievement is measured often and thoughtfully by staff and students alike. All students are made aware of academic expectations through the use of assessment tools, such as teacher and student created rubrics. The rubrics are used to regularly set complementary goals and reflect on students' progress in meeting them. All students are assessed periodically, both formally and informally, across all subject areas.

Our formal assessments include Math Unit Assessments, Common Core Aligned Literacy and Mathematics Tasks, Teacher Created Social Studies Unit Assessments, Teacher Created Science Unit Assessments and Fountas & Pinnell Running Records. In addition, we informally assess students by monitoring them as they complete projects, reviewing notebooks and journals, listening to partner or group discussion, seeing how questions are answered, checking homework, viewing an oral presentation, or conferring one on one with a child. Each teacher utilizes Progress Checklists to monitor and organize unit-specific goals for each learner across the class. As data—both formal and informal-- is inputted throughout the units, these checklists will provide a concise overview of the areas students, both individually or as a whole, struggle with, are working towards, or have mastered.

Progress Checklists and accompanying student work are brought to all Inquiry Team Meetings, Student Watch Meetings and Faculty Meetings as they drive our planning and guide our thinking. The data gleaned from assessments are shared with all stakeholders with the goal of improving instructional practices and providing adequate guidance and support for each individual learner. The cycle of collecting, analyzing, planning and using data holds everyone accountable for student progress.

Teachers have a distinct role to play in the decision making process related to the aforementioned assessments at our school. The teachers elected to the School Leadership Team meet monthly to help shape what assessments will look like and how they are used. Additionally, the UFT Consultation Committee meets with school leadership monthly to bring up any concerns related to assessment.

It is a school-wide practice to analyze student data that emerges from assessments in both grade teams and whole staff. Grade teams meet and plan, create and modify assessments regularly. As a staff, we identify what groups of students are falling behind and try to figure out the causes. Together we develop solutions and formulate action plans to meet those needs. Learning through doing is the most beneficial form of professional development as it relates to assessment. We also encourage teachers to take part in the scoring of State Assessments each year, as this gives teacher valuable insight and an opportunity to collaborate with others around the instructional implications of such high-stakes assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that

our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting events;
- establishing a Parent Room;
- hosting events to support parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing classroom newsletters and website designed to keep parents informed about school activities and student progress;
- providing folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, Parent Engagement Tuesdays, 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 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;
- respect all living things and the environment.

DBN: 14K414

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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 #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$271,270.89	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,388,743.00	X	See action plan

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 14	Borough Brooklyn	School Number 414
School Name Brooklyn Arbor		

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 Eva Irizarry	Assistant Principal Cristina Albarran
Coach N/A	Coach N/A
ESL Teacher Daniel Josiah Houston	Guidance Counselor
Teacher/Subject Area Emily Pryor / Dual Language K	Parent type here
Teacher/Subject Area Sara Yerry/Dual Language 1st	Parent Coordinator Maria Molina
Related Service Provider type here	Other Amanda Gardner, Network 606
Network Leader(Only if working with the LAP team) type here	Other Christina Pujdak AIS

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	334	Total number of ELLs	37	ELLs as share of total student population (%)	11.08%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	7		0							7
ESL	28		6	2		2				30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	35	0	6	2	0	2	0	0	0	37
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	2	12	5	18															7	30
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	2	12	5	18	0	7	30													

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>12</u>	Number of third language speakers: <u>4</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>1</u>	Hispanic/Latino: <u>9</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>20</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	16	10										29
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	3	16	10	0	30								

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)	2			3										5
Intermediate(I)		2	2	3										7
Advanced (A)	1	6	14	4										25
Total	3	8	16	10	0	37								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

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

1. To assess early literacy skills of our ELLs we use Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments in both Spanish and English. These tools test a variety of skills including: decoding,

comprehension, sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. Estrellita and Fundations assessments test word-work skills in both Spanish and English. Currently, the majority of our ELLs are reading below grade level. However, the majority of them are decoding at a much higher level than they are comprehending, and it is comprehension that is keeping them from moving up levels as readers. Therefore, now that our ELLs possess the tools to decode words that they, only recently, did not possess, our focus must shift from a phonemic awareness/phonics based approach to an approach that balances, if not emphasizes, vocabulary acquisition and reading comprehension. With this shift in instructional focus, we believe that our ELLs will soon be approaching grade level as young readers.

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

2. The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. The receptive act of reading and the expressive act of writing remain a challenge for our students. Many of our ELLs received Intermediate, Advanced or Proficient marks in listening and speaking but have not yet developed the reading and writing skills required to progress toward fluency. This is a clear indicator that there is a need to increase explicit ESL throughout the grade levels in order to provide ELLs with the tools necessary to navigate the English language. This way, as our students progress forward in their education, concepts such as deep structure, text patterns and genre, as well as persuasive skills like debating and editorializing, will be realistic and achievable goals.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

3. The Spring 2013 NYSESLAT results are not available on the RNMR at this time.

At the beginning of the school year, patterns across NYSESLAT modalities are reviewed by the ESL teacher. The ESL teacher uses this information in order to group the students in grade and skill ranges that will challenge all learners and best suit their academic needs. These various classes of ESL students then pursue a curriculum that, while working in tandem with grade level themes and topics, provides the basic foundational language skills needed to progress toward fluency. Each ESL group focuses on undeveloped skillsets in individual student through planned differentiation. Our technology stations employ the computer program “Reading Bear” and various language learning Ipad applications. These programs provide great specificity and entertainment in the skills chosen to be practiced, and create a confidence level within the learner that is carried into their reading fluency.

Unfortunately, the AMAQ is not available at this time. However by examining the raw data, it is clear that our programs are having great success in moving students up levels in Listening/Speaking and Reading/Writing as they approach fluency in the English Language. At the end of last year, we had 23 ELLs. 2 of those ELLs tested proficient and are no longer receiving services. 6 of those ELLs did not move up a level, but the majority of these students remain in the Advanced level and are poised to break the Proficiency ceiling. 8 of those ELLs moved up one full level, and 7 of those ELLs moved up two entire levels. Our ELL population went from being composed of primarily Beginner ELLs (in respect to the four modalities of the English Language) to primarily Advanced ELLs. With so much upward movement, we believe that Brooklyn Arbor is on the right path in our approach to supporting and guiding our English Language Learners toward fluency. We will continue to learn how to better support and guide our ELL population as we refine our approach in the years to come.

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?

4a. Not Applicable. Brooklyn Arbor is a new school that services students grades PK-3. As this is the first year that students will take ELA exams, we do not yet have any data to analyze regarding the difference between performance on the NYSESLAT and the ELA exam. All ELLs have been grouped and serviced based on their incoming NYSESLAT and LAB-R test results. Instructors have used this data to target weaknesses in foundational skillsets and craft differentiated curriculum. Once our students have taken the NYSESLAT, those results will be reviewed, compared and analyzed so that the educational plan for each ELL is adapted to best suit their needs as they progress toward fluency.

4b. Periodic ELL Assessments will be administered in both late Fall, late Winter, and spring in order to differentiate instruction to best suite each student's academic needs in preparation for the NYSESLAT exam. Until this time, Fountas and Pinnell running records are being used to consistently gauge student language fluency.

4c. We just administered our first round of periodic assessments. Three students took the math assessment using native language test books. We are currently working as a school to analyze both the ELA and Math periodic assessments in order to determine instructional plans and set goals for our students. We have yet to administer the ELL Periodic Assessment to our 3rd graders. This is our school's first year with third graders, which is the lowest grade band available for the ELL Periodic Assessment.

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](#).)

5. Brooklyn Arbor offers a range of targeted intervention services for ELLs in ELA, math and other content areas. Our three-tiered Response to Intervention (RTI) program provides early, systematic assistance to children who are having reading difficulty (as assessed through periodic running records). RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Our ELA-focused RTI program involves a second tier: small group instruction with a reading specialist, as well as a third tier: one on one instruction with a bilingual SETSS specialist. Furthermore, those students who are identified as in need of support in the subject of mathematics are provided small group instruction through after school math clubs (these after school clubs are also used to provide further small group instruction to students needing support in ELA). Native Language support is provided in both ELA and math small group instruction through various bi-lingual staff members as well as a variety of native language resources such as books, flashcards, and digital media. Furthermore, our targeted intervention programs for ELLs include a school-wide implementation of Thinking Maps. Thinking Maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide support and consistency for our ELL-SWDs across a variety of content areas such as ELA, Social Studies, and Science.

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

6. ELLs are immediately identified for classroom teachers at the beginning of the year. Classroom teachers, aided by the ESL teacher and his knowledge of NYSESLAT data, begin assessing each ELL's language skillsets in order to begin differentiating instruction for their learning from the first day of the school year. The ESL teacher plans closely with the classroom teachers, in order to provide scaffolding for classroom content so that the students have the tools necessary to incorporate this learning into their personal knowledge. They then can work with the information at a higher level of understanding. The following methods of instruction are followed in all classrooms: (1) Guided reading of additional language appropriate texts to develop background knowledge. (2) Explicit vocabulary instruction on key words and concepts. (3) Additional practice of foundational concepts. (4) Use of visuals to aid comprehension.

The ESL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each student build language fluency upon the phonics foundation they acquire through the FUNdations and Reading Bear programs.

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?

7a. In our Dual Language program the reading levels of both EPs and ELLs are assessed using Spanish Fountas and Pinnell Running Record program. High frequency word knowledge is assessed using the Fountas and Pinnell Spanish language high frequency word exam. Estrellita assessments measure letter/sound knowledge and decoding ability in Spanish.

7b. All EPs are developing speaking, listening, reading and writing skills in the target language (Spanish). Students in the first grade dual language program all have a Spanish independent reading level ranging from A to E.

7c. Not Applicable. Our dual language programs are currently servicing grades K-1. Neither of these grades take state State and City Assessments.

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

8. Brooklyn Arbor's program for English Language Learners evaluates its success based on the consistent progress of its learners, and it will continually adapt and grow to meet the needs of its student population. To assess early literacy skills of our ELLs we use Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments. These tools test a variety of skills including: decoding, comprehension, sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We keep consistent running records of student reading progress, which provide accurate insight into a child's decoding and thinking/comprehension processes since it is administered on a one-to-one basis. In this setting, the child is more at ease and has a lower affective filter. By looking at the data provided by these tools, as well as informal assessments made by teachers in the classroom regarding the four modalities tested on the NYSESLAT exam (listening, speaking, reading, and writing), the school plans its instructional focus. We then use this data to define our learning targets and short-term goals, as well as evaluate our progress on a quarterly basis. The current data reflects a small but steady rise in reading levels across all ELLs over Brooklyn Arbor's first school year. While most students experience a dip in reading level after the summer break, the majority of our ELLs retained their gains from the previous year, showing a marked improvement of, on average, one to two reading levels.

Part IV: ELL Identification Process

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

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

1. The person responsible for conducting the initial screening, administering the HLIS, the informal oral interview, the LAB-R, and the formal initial assessment is the full-time ESL Teacher (certified TESOL K-12) Daniel Josiah Houston.

When parents enroll their children at Brooklyn Arbor Elementary, a certified pedagogue, either the certified ESL teacher (Daniel Josiah Houston) or the assistant principal (Cristina Albarran), assists in the completion of the HLIS (with a translator if necessary) in English and their native language. If a student's background information and the information provided on, and during the completion of, the HLIS suggests that a child might be an English Language Learner, the ESL Teacher conducts an informal oral interview in English (and when necessary, in the native language with the aid of a translator/parent coordinator). The informal interview gives a preliminary assessment of a student's understanding of, and ability to speak the English language. It ascertains if the student can answer basic questions about their name, address, grade, length of time in the US, and if the student can understand and use a variety of present, past, and future tenses. This interview is not meant to provide a complete assessment of a student's oral language proficiency and does not replace the formal CR Part 154 initial identification procedure. Once the ESL Teacher has determined the child's need to be formally assessed, the LAB-R is administered to the student. When a child with Spanish as a home language does not pass the English LAB-R, the ESL teacher enlists the help of the bilingual Dual Language teachers to administer the Spanish LAB-R to the child in Spanish. The LAB-R will provide the school with the level of English Language Proficiency achieved by each student. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive ESL services. Those who pass the LAB-R exam and are deemed English Proficient, as determined by the ESL pedagogue, will not receive ESL services.

This process must be completed within ten days of the child registering as a student at Brooklyn Arbor.

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.

2. Within 10 school days of any student being admitted that qualifies for ELL services, Brooklyn Arbor's ELL Coordinator Daniel Josiah Houston holds a Parent Orientation for the purpose of describing, in great detail, the three program choices for language support available in New York City: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Brooklyn Arbor offers two of these programs: Dual Language and Freestanding ESL. All parents or guardians of new enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Parents are informed as early as possible to ensure full participation. At the actual workshop the parents are provided with a brochure in their home language, which provides basic information about each of the three instructional program available for ELLs in New York City. Parents view the "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native language in order to provide context for the programs available (Dual Language or ESL). A group discussion is then held to allow the ESL teacher to answer all questions and concerns with the aid of a translator or Maria Molina the Parent Coordinator. Parents are made aware that all programs are available to their children and if the numbers allow for a particular model, the school will create a classroom to meet their program selection. If there is any further support needed, the ESL teacher will meet individually with families to help support their program selections. Parent orientations are conducted on an as needed basis throughout the school year.

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

3. We ensure that all students who are tested into ESL by their scores on the LAB-R receive entitlement and continued entitlement letters in their home language. The ESL teacher produces these letters and distributes them to classrooms, placing them in student take-home folders. Copies of every entitlement letter sent home are kept both electronically and hard copied. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of our parent coordinator to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Since our school does not have, at this time, a Transitional Bilingual Education program, these students are placed into our freestanding ESL program. If the parent insists on placing their child into a Transitional Bilingual Education program, the school sends an email requesting to transfer the student to ELLProgramTransfers@schools.nyc.gov. The DOE's Office of ELLs coordinates these transfer requests with the Office of Student Enrollment and follows up with the school and family regarding a new placement within the designated timeframe.

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.

4. We administer the LAB-R and Spanish Lab-R (if needed) and then, if the student is eligible for ESL services, we begin written and oral communication with families in their native language in order to ensure their attendance at our English Language Learner Parent Orientation. The Parent Orientation is conducted in order for a program selection to be made by the parents of each student. Brooklyn Arbor ensures that every parent receives the necessary translation services by providing the Parent Orientation with translators via school staff, parent volunteers or services offered by the DOE. Furthermore, all written communications are translated into the family home language and the Parent Orientation video is played in both English and every other native language represented at the orientation.

Once a selection is made, Placement Letters are distributed to the students in their native language. Our Placement Letters are distributed by our ESL teacher and placed in take home folders. The ESL teacher then tallies the results of the program selection form and ensures all students are placed in the instructional program of choice. Furthermore, the ESL teacher updates the ELPC screen on ATS within 20 days of program selections. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ESL teacher and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records.

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.

5. To evaluate students' growth using the NYSESLAT, the ESL teacher makes certain that all four components of the NYSESLAT are

administered to all eligible students. The ESL teacher prints the RLAT ATS Report to determine who needs to take the NYSESLAT. Once the students are identified, the ESL teacher collaborates with the school staff to create a testing schedule to ensure these students are scheduled to take all four parts of the NYSESLAT. Students are pulled from their classrooms in groups that are determined by both their ESL class group and/or their grade level. These students are brought into a separate classroom where the ESL teacher/ELL Coordinator Daniel Josiah Houston administers to them each section of the NYSESLAT exam. The listening section is administered first. Once all students have completed the listening section, this process is repeated for the speaking section. Once all students have completed the speaking section, this process is completed for the reading section. Once all students have completed the reading section, this process is completed for the writing section. Once all students have completed all sections of the NYSESLAT, the testing materials are organized, secured, and packaged for shipment to the central office. No student completes more than one section of the NYSESLAT in a single day.

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. 

6. The Parent Survey and Program Selection forms for Brooklyn Arbor after two years of existence show that the majority of incoming K ELLs choose dual language programming. As there is not yet a Dual Language class beyond K-1, parents of second and third grade ELLs chose the freestanding ESL program for their children and have provided positive feedback about their language growth!

Yes, our program model is aligned with our parent requests, as we offer Freestanding ESL for grades kindergarten through third grade, as well as a self-contained Dual Language kindergarten and first grade classes (English & Spanish).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A.1.a) During the regular instructional school day at Arbor Elementary, ELLs participate in formal freestanding ESL program according to the criteria of the NYS guidelines. Students are required to meet NYS ESL Standards for Reading, Writing, Listening and Speaking. There is one ESL Teacher who holds an ESL K-12 license. The language of instruction is English. The instructional model for this program is a pull-out program, which provides small group, differentiated instruction 72 minutes a day/5 days a week. There are also self-contained Dual Language kindergarten and first grade classes for English and Spanish speaking students. This class provides instruction in both English and Spanish (50%-50%) and services several ELLs.

A.1.b) Our ESL program features students of heterogeneous or mixed proficiency levels in each class.

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)?

A.2) All ELLs receive ESL/ELA and NLA instruction/support as required under Part 154. All students receive the New York State mandated ESL/ELA and NLA instruction time based on the student's English Language Proficiency Level (as determined by the LAB-R or NYSESLAT scores).

Students in our freestanding ESL program receive all instruction in English with native language support. Students that scored at the Beginner and Intermediate level on the LAB-R or NYSESLAT are receiving 360 minutes of instruction per week and students that scored at the Advanced level are receiving 180 minutes of ESL and 180 minutes of ELA instruction per week. This instruction is given with Native Language support that accounts for 25% of instruction time across all proficiency levels. ESL students receive 72 minutes of small group instruction everyday via a pull-out model in order to ensure that each student receives the mandated minutes for ESL/ELA instruction (with native language support).

The ELLs being serviced in the self-contained Dual Language classes receive half of their weekly instruction in English, and the other half in their Native Language of Spanish via an alternating full-day model of language instruction. As regulated by New York State CR Part 154, students who scored at the Beginner level on the LAB-R or NYSESLAT receive 120-180 minutes of ESL/ELA instruction every other day in order to meet the requirements outlined in CR Part 154. This instruction is provided by the bilingual certified Dual Language teachers. Students who scored at the Intermediate level receive a minimum of 90-120 minutes of ESL/ELA instruction every other day and students who scored at the Advanced level receive a minimum of 90 minutes of ESL/ELA instruction every other day. The alternating full-day model of ESL/ELA and NLA language instruction ensures that the ELLs in this program receive their mandated minutes of ESL/ELA instruction in addition to their mandated minutes of Spanish NLA instruction.

A.2.a) Students in our freestanding ESL program receive all instruction in English with native language support. Students that scored at the Beginner and Intermediate level on the LAB-R or NYSESLAT are receiving 360 minutes of instruction per week and students that scored at the Advanced level are receiving 180 minutes of ESL and 180 minutes of ELA instruction per week. This instruction is given with Native Language support that accounts for 25% of instruction time across all proficiency levels (glossaries, word to word dictionaries, multicultural literature, content area texts). ESL students receive 72 minutes of small group instruction everyday via a pull-out model in order to ensure that each student receives the mandated minutes for ESL/ELA instruction (with native language support).

As regulated by New York State CT Part 154, students in our Dual Language classes who scored at the Beginner level on the LAB-R or NYSESLAT receive 120-180 minutes of ESL/ELA instruction every other day. Students who scored at the Intermediate level receive a minimum of 90/120 minutes of ESL/ELA instruction every other day. Students who tested at the Advanced level receive a minimum of 90 minutes of ESL/ELA instruction every other day. The alternating full day model of ESL/ELA and NLA language instruction ensures that the ELLs in this program receive their mandated minutes of ESL/ELA instruction in addition to their 45 minutes of mandated daily Spanish NLA instruction. All instruction is provided by the bilingual certified Dual Language teachers.

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.

A.3) At Arbor Elementary, the majority of the students learn English through a freestanding model of ESL instruction via pull-out instruction. We also have self contained Dual Language kindergarten and first grade classes which services both English and Spanish speaking children.

Our ESL program features students of heterogeneous or mixed proficiency levels in each class who receive small group instruction in English only by a certified ESL teacher. The ESL teacher follows a workshop model for reading and writing lessons. The ESL teacher supports this model by using guided reading, read alouds, shared reading, shared writing, vocabulary word walls, word work and grammar lessons. The ESL teacher also coaches the children in writing through individual conferences and small group strategy lessons.

The ESL teacher plans closely with the classroom teachers, in order to provide scaffolding for classroom content so that the students have the tools necessary to incorporate this learning into their personal knowledge. They then can work with the information at a higher level of understanding.

The following methods of instruction are followed in all classrooms: (1) Guided reading of additional language appropriate texts to develop background knowledge. (2) Explicit vocabulary instruction on key words and concepts. (3) Additional practice of foundational concepts. (4) Use of visuals to aid comprehension.

The ESL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each student build language fluency upon the phonics foundation they acquire through the FUNdations and Reading Bear programs.

In addition, the ESL library is leveled, as are all classroom libraries, and include books in the students' native languages and about their native countries. The native language, customs and culture are given recognition in the ESL classroom and this helps our students to feel a sense of pride for their native language and heritage, while they are learning the language, customs and traditions of the United States.

Our Dual Language program serves English and Spanish speaking children. All students are taught together throughout the day. The language of instruction changes via the alternating full-day model of instruction, allowing for instruction in both languages to be balanced throughout all content areas. For reading and writing, teachers use the Teacher's College Reading and Writing Workshop. The workshop is either taught in English or Spanish, depending on the day. For math, teachers use GoMath resources in both English and Spanish. All students have two copies of the workbooks--one in English and one in Spanish. Students do phonics work in both English and Spanish – Fundations is used for English and Estrellita for Spanish. For Science we use Harcourt and FOSS. FOSS lessons and workbooks are available in both English and Spanish. Social studies lessons are conducted in both languages. ELLs and SLLs are supported via use of visuals, direct vocabulary instruction and use of the SIOP approach to lesson planning to scaffold language learning within the context of content area instruction. Dual Language teachers have social studies, science and math libraries in both languages to fully support content area instruction.

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

Students in the dual language program who are identified as native Spanish speakers based on the HLIS and parent/student interview, are given the Spanish LAB in addition to the LAB-R to determine language of dominance. Throughout the instructional year, students are given a variety of native language assessments to determine levels of performance in the native language (Spanish). The Spanish Fountas and Pinnell "Sistema de evaluacion de la lectura" is used to monitor native language reading level. Spanish running records are given three times per year. Student high frequency word knowledge is assessed using the Fountas and Pinnell kit as well. The Estrellita phonics program is used to measure knowledge of Spanish letter sounds as well as decoding abilities. These formal assessments, coupled with informal classroom assessments (conferences, guided reading, Spanish writing and

math samples) provide us with a wealth of information regarding native language strengths and areas for growth.

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

A.5) The ESL teacher administers informal assessments focusing on each of the four modalities using various grade aligned listening, speaking, reading, and writing exercises from NYSESLAT prep book "Getting Ready for the NYSESLAT and Beyond". This allows students a chance to get used to the type of exercises they will be asked to successfully navigate on the state exam. The goal of this approach is to provide our ELLs with a sense of familiarity to the challenges (in each modality) that they will face on the NYSESLAT in May, while providing them strategies for success. Furthermore, students take Periodic Assessments several times throughout the school year (late fall, late winter, and spring) to give teachers more information about what students have learned. Teachers use these assessments—along with other school work and what they see in class—to learn in which modalities (listening, speaking, reading, writing) students need more help and plan targeted instruction. .

6. How do you differentiate instruction for ELL subgroups?

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

A.6.a) Presently, we do not have any students who fall into the category of interrupted formal education (SIFE). SIFE students would be taught by using a multi-sensory and multicultural approach. ESL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students work with the ESL teacher who operates a pull-out model. The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

A.6.b) Given that our school is currently only comprised of PK-3rd grade students, the vast majority of our ELL population has been in US schools for less than three years. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas.

Those students who have just arrived to the United States are placed in either a Dual Language class or an ESL class for Newcomers. This ESL class focuses on survival language skills/needs based language and, most importantly, vocabulary acquisition. Tactile and kinesthetic vocabulary exercises are interwoven with a heavily scaffolded (i.e. visuals and use of native language) phonemic awareness and phonics based curriculum. These students are "on the radar" of every Brooklyn Arbor teacher, and every possible "teachable moment" is utilized to help them acquire the meaning of another word, as they prepare the foundation for their future fluency in the English language.

A.6.c) Presently, Brooklyn Arbor services grades PK-3. Therefore, nearly the entirety of our ELL population have received less than 3 years of services. The two students who have received four years of ESL services were held back for a year at some point in their elementary education. Both of these 3rd graders are being serviced by the freestanding ESL program and, as their speaking and listening skills are at proficient levels, are receiving focused instruction on reading, writing and test taking skills and strategies.

A.6.d) Presently, Brooklyn Arbor services grades PK-3. Our school will, at full size, service grades PK-5. Therefore, in order for a student to qualify as a Long Term ELL (6+ years of ELL services) while enrolled at Brooklyn Arbor they would have to begin ELL services in Kindergarten and remain in the program throughout their entire Elementary school career. If such an event were to happen, the student would have amassed an array of abilities in regards to communicative competence and oral skills. Therefore, as the years progressed and assessments were used to determine specific areas of weakness, especially in regards to reading and writing, a team of educators including the ESL teacher, Dual Language teachers, Reading Specialist, and Administrative leaders would convene to develop a plan of focused instruction to best assist this student as they transition into Middle School.

A.6.e) Students who have reached proficiency are still offered support for up to two years after they pass the NYSESLAT.

Specifically, all students in this category are offered extended time (1.5x) on all testing (New York State, Acuity, classroom, etc.). The ESL teacher will be notified of any students who are still struggling with any academic area in order to provide them additional instruction and support.

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?

A.7) The ESL teacher plans closely with the classroom teachers, in order to provide scaffolding for classroom content so that the students have the tools necessary to incorporate this learning into their personal knowledge. They then can work with the information at a higher level of understanding. The following methods of instruction are followed in all classrooms: (1) Guided reading of additional language appropriate texts to develop background knowledge. (2) Explicit vocabulary instruction on key words and concepts. (3) Additional practice of foundational concepts. (4) Use of visuals to aid comprehension. The ESL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each student build language fluency upon the phonics foundation they acquire through the FUNdations and Reading Bear programs.

Additionally, Brooklyn Arbor's staff of administrators and teachers works in collaboration to ensure that ELL-SWDs receive all services mandated on their IEPs. For example, the ELL coordinator/ESL teacher meets with classroom teachers at the beginning of the year to ensure that ELLs with IEPs that mandate they receive bi-lingual instruction are placed in the Dual Language class (if grade appropriate), while ELLs with IEPs that mandate they receive ESL instruction are placed in the freestanding ESL program. As a student's IEP changes/evolves over time, teachers will meet, collaborate, and adapt their instructional strategies to best service the needs of that student. The process of crafting differentiated language/academic support for ELL-SWDs in an ongoing and evolving process that the Brooklyn Arbor staff takes very seriously.

ELL-SWD students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments with the school psychologist, classroom teacher, and ESL teacher, along with indications on the IEP, students are grouped by need and given appropriate individualized instruction by special-ed support teachers while simultaneously being enrolled in the ESL program. Therefore, ELL-SWD students receive more scaffolding than the general-ed students in their heterogeneous ESL group. Normally we would aim to provide push-in services for ELL-SWD students but it was not a possibility this year. The ESL teacher works closely with the special-ed teachers and with all the paras in each classroom to design activities and programs to support the needs of the ELL population in those classes. The ESL teacher works in tandem and meets regularly with all the students' classroom teachers and other service providers.

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?

A.8) ESL planning and scheduling is a cooperative effort between the ESL teacher, classroom teachers & various other service providers mandated by a student's IEP, designed to ensure that ELL students receive grade appropriate content and materials with additional support. Brooklyn Arbor ensures that flexible programming is used to maximize time spent with non-disabled peers by integrating ELL-SWDs in heterogeneous ESL groups, as well as heterogeneous afterschool clubs that focus on a variety of subjects, from literacy groups to yoga, cooking, and drama.

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

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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:

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- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			
Kindergarten - Dual Language	English/Spanish		
First Grade - Dual Language	English/Spanish		

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

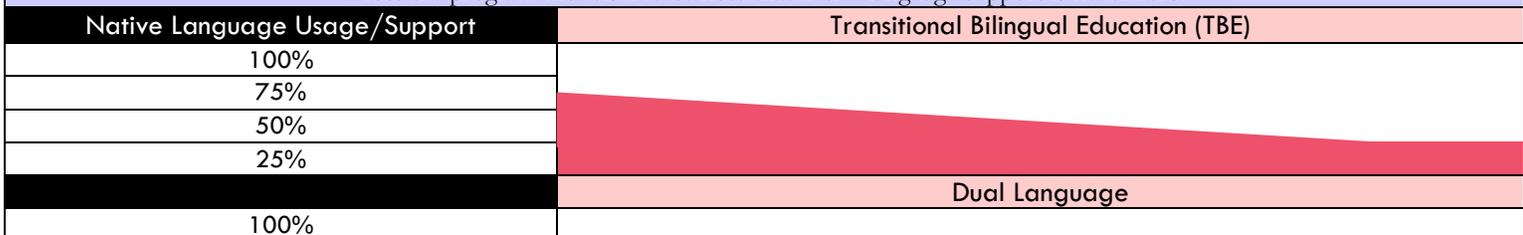
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

B.9) Brooklyn Arbor offers a range of targeted intervention services for ELLs in ELA, math and other content areas. Our three-tiered Response to Intervention (RTI) program provides early, systematic assistance to children who are having reading difficulty. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Our ELA-focused RTI program involves a second tier: small group instruction with a reading specialist, as well as a third tier: one on one instruction with a bilingual SETSS specialist. Furthermore, those students who are identified as in need of support in the subject of mathematics are provided small group instruction through after school math clubs (these after school clubs are also used to provide further small group instruction to students needing support in ELA). Native Language support is provided in both ELA and math small group instruction through various bi-lingual staff members as well as a variety of native language resources such as books, flashcards, and digital media. Furthermore, our targeted intervention programs for ELLs include a school-wide implementation of Thinking Maps. Thinking Maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide support and consistency for our ELL-SWDs across a variety of content areas such as ELA, Social Studies, and Science.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

B.10) At the beginning of the school year, patterns across NYSESLAT modalities are reviewed by the ESL teacher. The ESL teacher uses this information in order to group the students in grade and skill ranges that will challenge all learners and best suit their academic needs. These various classes of ESL students then pursue a curriculum that, while working in tandem with grade level themes and topics, provides the basic foundational language skills needed to progress toward fluency. Each ESL group focuses on undeveloped skillsets in individual student through planned differentiation. Our technology stations employ the computer phonics program "Reading Bear" and various language learning Ipad applications. These programs provide great specificity and entertainment in the skills chosen to be practiced, and create a confidence level within the learner that is carried into their reading fluency.

By examining the raw data, it is clear that our programs are having great success in moving students up levels in Listening/Speaking and Reading/Writing as they approach fluency in the English Language. At the end of last year, we had 23 ELLs. 2 of those ELLs tested proficient and are no longer receiving services. 6 of those ELLs did not move up a level, but the majority of them remain in the Advanced level and are poised to break the Proficiency ceiling. 8 of those ELLs moved up one full level, and 7 of those ELLs moved up two entire levels. Our ELL population went from being composed of primarily Beginner ELLs (in respect to the four modalities of the English Language) to primarily Advanced ELLs. With so much upward movement, we believe that Brooklyn Arbor is on the right path in our approach to supporting and guiding our English Language Learners toward fluency. We will continue to learn how to better support and guide our ELL population as we refine our approach in the years to come.

NYSESLAT data indicates that our ELLs tend to master listening and speaking before they master reading and writing. The receptive act of reading and the expressive act of writing remain a challenge for our students. Many of our ELLs received Intermediate, Advanced or Proficient marks in listening and speaking but have not yet developed the reading and writing skills required to progress toward fluency. This is a clear indicator that there is a need to increase explicit ESL throughout the grade levels in order to provide ELLs with the tools necessary to navigate the English language (especially in regards to grade level content) and strive toward meeting common core standards. This way, as our students progress forward in their education, concepts such as deep structure, text patterns and genre, as well as persuasive skills like debating and editorializing, will be realistic and achievable goals.

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

B.11) Arbor Elementary is a New School in its second year. As a result, the programs that are in place are still in their infancy. Nevertheless, after reviewing NYSESLAT data from the previous year it was clear that all ELLs, in both dual language and ESL programs, made substantial gains. Two students tested out of the program, proficient in all four modalities. Therefore, we are focusing our efforts on supporting our teachers as they create and work to successfully implement their Personal Growth Plans. The

focus of these PGPs, which are based on the Danielson Framework, range from improving instructional practices and utilizing of assessment data to supporting student and classroom culture. Furthermore, now that our school's ELL population has grown to a size that will eventually qualify us to apply for Title III funds, we have begun brainstorming the ways to utilize these funds in the creation of a program to benefit our ELL population, such as a Saturday NYSESLAT Academy. At the end of the year, the progress of the students and the programs that serve them will be reviewed and refined for further success.

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

B.12) Arbor Elementary is a New School in its second year. Our programs are still being refined for greater success. No programs will be discontinued.

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

B.13) ELLs have equal access to all school programs and services at Arbor Elementary. All students at Arbor Elementary, including our ELL students, can receive a variety of supplemental services regardless of language barriers. The Extended Day program serves many of our ELL students and utilizes small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in their classrooms. ELL students participate in all classes equally with their English proficient peers. All written communications to student families are translated into their home language in order to constantly raise awareness of all school events and offered services.

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

B.14) ELL students at Brooklyn Arbor have a variety of instructional materials available to them within their classroom and in the ESL room, including written material across all curricular areas, large books, and books on tape. These are in addition to the many teacher-created tools, which include of many visual and language supports. We also have SmartBoards, Elmos, and I pads available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all teachers and students to utilize throughout the school day. Our school uses a web-based software program called Reading Bear to help support ELL learning. Additionally, Native Language materials are also used to support ELLs as they progress toward bi-lingual fluency. Native Language labels, dictionaries, books, flashcards, songs and digital media are incorporated throughout lessons to provide necessary native language support.

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

B.15) Our ESL students participate in a pull-out program designed with their home language taken into consideration. For example, students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of all materials that are distributed. Furthermore, 25% of the curriculum engages our students in their native language. Whether it is singing a song in Spanish, doing a read-aloud with a Spanish Language book, or presenting an article on the rainforest in Spanish for our students to engage in grade level content, Native Language support is designed into the curriculum that guides our ELLs not to replace their language with English, but to become bilingual citizens of the world.

At Brooklyn Arbor the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten day period, students spend five full days being instructed in Spanish and five full days being instructed by English, providing the required Native Language support for both ELLs and EPs. Our dual language classes are self-contained. We have one bilingual dual language teacher in kindergarten and one bilingual dual language teacher in first grade.

Furthermore, many of the teachers, paraprofessionals and support staff speak Spanish, which is the main home language of our student population.

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

B.16) Yes, required services support and resources correspond to ELLs' ages and grade levels. We employ the Fountas and Pinell system for leveling our books and match students to their appropriate level via periodic running record assessments. Furthermore, our teachers are constantly looking for books that align with grade content as well as individual student interest in order to fully engage our learners and promote their enthusiasm for acquiring new words, stories, and language abilities.

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.

B.17) In the spring, parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school. Students who arrive in the midst of an active school year are introduced to the students and staff by the school psychologist or parent coordinator (both of whom are bilingual). These students are assigned a "buddy" to help acclimate them to school routines, expectations, and culture.

18. What language electives are offered to ELLs?

B.18) The Extended Day program serves many of our ELL students, by utilizing small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been a part of a variety of reading clubs, focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in their classrooms. Furthermore, all ELLs are provided equal access to other Language Elective clubs in the Extended Day program such as Poetry and Story Making.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

B.19.a) Over a ten day period, students spend five full days being instructed in Spanish and five full days being instructed in English. We follow a 50-50% model.

B.19.b) ELLs and EPs are fully integrated throughout the instructional day. No content areas are taught separately.

B.19.c) At Brooklyn Arbor the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten day period, students spend five full days being instructed in Spanish and five full days being instructed by English. Our dual language classes are self-contained. We have one bilingual dual language teacher in kindergarten and one bilingual dual language teacher in first grade.

B.19.d) Dual-language classrooms are self-contained.

B.19.e) Brooklyn Arbor follows a simultaneous model of literacy instruction. Students are taught early literacy skills in both languages simultaneously. Dual-language teachers are introducing students to literacy practices in their first language (whether that be English or Spanish) while simultaneously introducing these same skills in their second. Although the teachers' expectations are for their students to master one language before the other (depending on their native tongue), they are given the room and flexibility in the classroom to learn to read in two languages at once, even as they are still developing cognitive-oral skills in a second language.

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.

C.1) Professional development has been and will be ongoing for all teachers at Brooklyn Arbor Elementary. Common Branch, classroom, bilingual and ESL teachers will all participate in Professional Developments specifically regarding our ELL population throughout the school year. The ESL and Dual Language teachers attend PD training in areas regarding technically specific aspects of servicing ELLs and navigating ELL data, such as the November 25th Teacher's College workshop "Assessing and Teaching Spanish Speaking Readers", the January 24th workshop "Tapping into ELLs Cultural and Linguistic Backgrounds in the Literacy Curriculum, and the March 3rd workshop "Shared Reading for ELLs". The ESL and dual language teachers also participate in instruction focused DOE PD trainings like the CFN 606 ELL Series, as they continually strive to better support the language development of Brooklyn Arbor's ELL population. These PD's may be run by the DOE or they may be created by the Brooklyn Arbor staff itself. There are professional development planning periods at Brooklyn Arbor during which the ESL teacher, the Dual Language teachers and the classroom teachers meet, share, and plan in order to maximize English Language acquisition for our ELLs. During these PD planning periods, instructional strategies such as scaffolding, modeling, bridging, contextualizing, use of realia, schema building, graphic organizers, digital media, TPR (total physical response), role play and readers' theatre – are discussed, explored, and adapted to meet the needs of specific students. The aim of the program is to increase English Language proficiency, develop academic language, and content area knowledge. There is concentration and scaffolding revolving around the four language modalities: Listening, Speaking, Reading, and Writing. By participating in these PD planning periods, and the DOE run PD trainings, all of the teachers at Brooklyn Arbor (common branch, classroom, bilingual, ESL, Special-Ed etc.) will continue to learn and hone instructional strategies that promote ELL language acquisition.

Through a collaborative model, the ESL teacher, Dual Language teachers, and classroom teachers are able to use many different forms of assessment to meet the individual needs of our ELLs. The NYSESLAT, LAB-R, Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments are all valuable tools in which to assist the teachers in serving their ELL students.

C.2) In order for our teachers to guide and support our ELL population as they strive to engage in Common Core Learning Standards, our ESL and Bilingual teachers attend a variety of Teacher's College workshops and DOE PD trainings before turnkeying this information to the rest of the Brooklyn Arbor staff via lunch and learns and grade planning meetings. Some of these workshops include the November 25th Teacher's College workshop "Assessing and Teaching Spanish Speaking Readers", the January 24th workshop "Tapping into ELLs Cultural and Linguistic Backgrounds in the Literacy Curriculum, and the March 3rd workshop "Shared Reading for ELLs". Furthermore, Brooklyn Arbor will host CFN 606's ELL Series PD on November 8th which will be attended by its dual language and ESL staff membersfor. This professional development includes topics such as: "adaptation of curricular choices for ELLs through the examination of curriculum, classroom instruction, and assesment", "exploring, applying, and reflecting on best practices and scaffolding techniques to support academic language development for ELLs across content areas", and "effectively utilizing compliance systems and structures to design, create, refine, and evaluate coherent ELL programs".

C.3) Not Applicable. Currently, Arbor Elementary only serves grades PK-3. As a result, there is currently no need for supporting students as they transition into Middle School.

C.4) All teachers at Arbor Elementary take part in a minimum of 7.5 hours of ELL training each year. These hours of training are provided at school by the ESL and Dual Language coordinators and via PD offered by the DOE and Teacher's College. Some of the trainings staff attended last year included: Demystifying ELL Data, the ELL Elementary Literary Conference, Brain Research: Keeping ELLs in Mind, Text Complexity and English Learners, and Writer's Workshop is for ALL my students. By participating in these PD trainings, all of the teachers at Brooklyn Arbor (common branch, classroom, bilingual, ESL, Special-Ed etc.) will continue to learn and hone instructional strategies that promote ELL language acquisition. Attendance sheets are collected for each Professional Development session and teachers are responsible for updating their individual professional learning logs, which are kept in the Principal's office.

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?

D.1) We take great pride in being a collaborative learning community providing parents with workshops to keep them informed of important topics concerning their children, and the learning environment in our school. We also reach out specifically to our ELL parents to make sure they feel included in the Arbor Elementary community. Our ESL teacher/ELL Coordinator, our Dual Language Coordinator and our bilingual Parent Coordinator are in regular contact with our ELL families to ensure that they receive necessary translation services. The Dual Language program has a series of parent meetings throughout the year aimed at supporting parents of ELLs and SLLs. The school provides free language translation services via school staff, parent volunteers or services offered by the DOE on parent conference days. Furthermore, all written communications are translated into the family home language.

D.2) At the present time we are able to meet the needs of our ELL parents through our own workshops and outreach. Many of our ELL students attend our after-school program that is run by our partnership with the St. Nick's Alliance, a local Community Based Organizations. Throughout these workshops and outreach programs bi-lingual staff members such as our Parent Coordinator Maria Molina, our School Secretary Elizabeth Ortega, or our Assistant Principal Cristina Albarran offer translation services.

D.3) In the beginning of each school year a survey is sent home to each family to find out what is most important to them. With the data extracted from these surveys, we are able to provide services and meet the needs and expectations of our parents. Through the efforts of our bilingual Parent Coordinator, we have open lines of communications via telephone, email or face-to-face meetings to ensure that parents are comfortable and feel welcomed in our school building. Again, through telephone translation services and bilingual staff, we can address their needs in their native language. Ensuring that parental needs are met is a priority. Furthermore, the PTA's voice is a growing force for good at our school and the topics of importance to our parents are regularly discussed at our monthly School Leadership Team meetings.

D.4) The school identifies the needs of the ELL parents at ELL Orientation Sessions. We carefully select the topics of parent workshops to ensure that parents receive the most up-to-date and pertinent information regarding their children's educational and health needs. Adult ESL classes (Beginner and Advanced) are offered in the school building. The ESL teacher and school staff encourage all parents who would benefit to attend, both in writing and in conversation. We work collaboratively with our Parents Association to ensure that we address the needs of our families. Parents are always welcome in our school and are encouraged to get involved when the opportunities present themselves, such as Family Fridays in our grade classrooms every week.

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.

E.) Native language and culture is continuously portrayed in students' independent writing and presentations. There are a number of foreign language books also available for newcomers, and also for special projects. Students are encouraged to share their cultural knowledge with others. It's essential to make sure the student knows his or her culture is of great importance. This philosophy is especially important in the ELL classroom.

Part VI: LAP Assurances

School Name: Brooklyn Arbor**School DBN: 14K414**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eva Irizarry	Principal		11/15/13
Cristina Albarran	Assistant Principal		11/15/13
Maria Molina	Parent Coordinator		11/15/13
Daniel Josiah Houston	ESL Teacher		11/15/13
	Parent		
Emily Pryor / Dual Language K	Teacher/Subject Area		11/15/13
Sara Yerry/Dual Language 1st	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Amanda Gardner	Other <u>Network 606</u>		11/15/13
Christina Pujdak	Other <u>AIS Provider</u>		11/15/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K414** School Name: **Brooklyn Arbor**

Cluster: **6** Network: **606**

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

Part A: Needs Assessment Findings

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

As part of the registration process, parents complete a language survey. On this form they indicate what language is spoke in the home. This information is entered into ATS and any correspondence generated from ATS will automatically be printed in their language. Also, a special adult preferred language report is printed so any other correspondence will also be sent home in their language.

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.

The adult preferred language report indicates that approximately 75% of our parents prefer English and approximately 25% prefer Spanish.

Part B: Strategies and Activities

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

All documents are translated by in-house school staff. When a document requires translation, it is emailed to our point person for translation.

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.

Several staff members are available to interpret at all Parent Teacher Conferences, Parents' Association meetings, and parents meetings on an ongoing basis.

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>.

This regulation and all pertinent information is posted in the main office and on all notices offering interpretation services.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Brooklyn Arbor (PS 414)	DBN: 14K414
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Supplemental Programming during the 2014-2015 school year includes the following two programs

Dual Language Spanish Enrichment After School Program:

ELLs and F-ELLs in our first and second grade dual languages classes are currently participating in an afterschool world dance and yoga program. These enrichment services are provided Sara Yerry, our second grade dual language teacher in collaboration with Yogibbeans and Williamsburgh Art and Movement Center and funded via outside grants. All ELLs and F-ELLs in our dual language classes participate in this program, along with their English-dominant classmates. A total of 40 students in first and second grade receive 120 minutes of Spanish-language enrichment via movement and dance starting at 2:45 PM on Thursdays. The rationale for this program is multi-fold. First, our physical education teacher only speaks English. In order give students in our dual language program exposure to critical movement vocabulary in Spanish, we sought out enrichment providers to fill the gap in our instructional programming by teaching students physical education activities in Spanish. Second, developing native language skills helps to bolster the academic performance of ELLs and F-ELLs in both English and Spanish. Finally, the program promotes the development of positive cross-cultural beliefs via exposure to dance and music from the countries our students hail from including the Dominican Republic, Puerto Rico, Mexico and Ecuador. This program will run on Thursdays from September 18, 2014 through April 24, 2015 (24 sessions, 120 minutes in duration).

Newcomer ESL After School Program:

We will host 12 sessions of afterschool ESL instruction for our newcomer students on Wednesdays from January through May 2015. We will include newcomers who arrived during the last instructional year (2013-2014) and newcomers who arrived in September 2014. There are approximately 20 students who will be participating in the afterschool ESL program.

Our newcomers require intensive language support, as many come to school with deficiencies in native language literacy skills. Our NYSESLAT scores from the 2013-2014 school year indicate the the newcomer population needs support across all domains (listening, speaking, reading and writing). Likewise, our school literacy and math data indicate that our newcomer population is performing far-below grade level.

Our Newcomer ESL Afterschool Program will be taught in English by Josiah Houston, our certified ESL

Part B: Direct Instruction Supplemental Program Information

teacher. He will coteach with a common branch teacher. The ratio of students to teacher (10:1) will allow for targeted instruction in small groups. The Newcomer ESL After School Program will account for 52 hours of direct instruction (12 sessions X 130 minutes X 2 instructors). The start date for the program is January 14, 2015. The program will end on April 15, 2015. The runtime for the program is 2:45-4:55pm.

We will be utilizing National Geographic's "In the USA" newcomer instructional program to guide our instruction. We will also incorporate best practices in balanced literacy instructions including shared reading and interactive writing as well as best practices in second language instruction, including TPR, use of songs, poems and rhymes to help facilitate language acquisition.

Literacy Tutoring Program

We will launch an afterschool Literacy Tutoring Program to target eight ELLs who are reading below grade level. The program will run on Thursdays for 11 weeks (3 teachers X 11 weeks X 1 hour = 33 hours of per session). The program will be taught by two common branch teachers and our ESL teacher. Each common branch teacher will work with a group of four students. The ESL teacher will push into each group for thirty minutes. The program will launch on January 15, 2014 and run through April 2, 2015. It will begin at 2:45pm and end at 3:45pm.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Newcomer Professional Development

Rationale: An instructional priority for our school is meeting the needs of our newcomer students during the instructional day. As such, it is necessary to provide teachers who have newcomers in their classes with targeted professional development to help them tailor their instruction in literacy, math, science and social studies. The focus will be on differentiating instruction to meet the specific needs of students who are in the process of acquiring second language literacy, and in many cases, first language literacy.

Dates: 2/2, 2/9, 2/23

Time: 2:40 - 4pm

Name of Provider: Brooklyn Arbor Staff - J. Houston, S. Yerry, E. Pryor

Audience: Classroom teachers and cluster teachrees who service newcomers during the instructional day.

Part C: Professional Development

NYSESLAT Professional Development

Rationale: In order to best support student performance on the NYSESLAT exam, it is critical that classroom teachers understand the design and content of the test. Our ESL teacher will review NYSESLAT scores from the 2013-2014 school year and then provide teachers with an overview of the exam along with suggestions for incorporating activities into their daily classroom routines that will help to support student achievement on the spring 2015 exam.

Date: 3/2

Time: 2:40-4pm

Name of Provider: J. Houston

SIOP Professional Development - Book Club

Rationale: The SIOP model supports teachers in making content comprehensible for all learners. We will focus on guiding teachers in the creation of clear language objectives for each lesson/unit. While all teachers write content objectives for their lessons, SIOP encourages teachers to think about the vocabulary and language structures they want students to engage with prior to teaching a lesson. In addition, it focuses on giving students a variety of opportunities to interact with the content and the language by promoting oral rehearsal, discussion and interaction with peers. SIOP supports not only ELLs but students with SWDs.

Dates: 3/2, 3/9, 3/16, 3/30

Time: 2:40-4pm

Name of Provider: S. Yerry, J. Houston

Balancing Reading, Writing and Language Learning: Key Practices that Can Increase the Skills and Confidence of Multilingual Children and Busting Myths about ELLs: What We Know About Multilingual Children and Key Practices that Can Increase Skills and Confidence

Dates: 1/7/14, 1/8/14

Time: 9am-3pm

Provider: Teachers College

Audience: 1st grade DL teacher, 3rd grade monolingual teacher with ELL newcomer students, ESL teacher

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Engaging parents of ELLs and F-ELLs in the academic lives of their children is a priority for our school community. Our parent engagement activities for the 2014-2015 school year include:

Dual Language Parent Meetings

Rationale: Parents of students in our dual language program need guidance in supporting their children's academic growth in two languages. Our dual language parent meetings help parents to better understand the dual language curriculum and language development. Additionally, parents are provided with lists of at-home resources to use to further support learning.

Date: 10/1/14, 6/3/14

Time: 5-6pm

Name of Provider: S. Yerry, E. Pryor, L. Burdick

Audience: Parents of students in our K-2 dual language classes.

Cultural Potluck Dinner

Rationale: Our bilingual parent coordinator invited all staff, students and parents to bring in food items that represented their cultural origins as a way of building community and celebrating the diverse backgrounds of our staff, students and families. The dinner was attended by over 150 people.

Date: 10/23/14

Time: 6-8pm

Name of Provider: M. Molina

Audience: All staff and Brooklyn Arbor families

Computer Literacy Workshops

Rationale: This series of workshops will provide parents with an overview of free websites and programs that support English language acquisition, literacy and math. Parents will be taught basic computer navigation skills and be given time to explore a list of educational websites that can be accessed via home computer, smart phone or tablet. Many parents of ELLs and F-ELLs have expressed a desire to learn more about how to access educational websites. Some of the sites we will teach parents how to access and use are: FrontRow Math, XtraMath, Reading Bear and Capstone Go.

Part D: Parental Engagement Activities

Date: 1/15/15, 1/22/15, 1/29/15

Time: 2:45-4pm

Name of Provider: T. Williams, J. Houston

Audience: Parents of ELLs and F-ELLs

ELA/Math Test Preparation Workshops

Rationale: A series of two ELA and math test preparation session will target ELLs and parents of ELLs in order to allow us to target the specific needs of ELL students and parents, including the use of a bilingual dictionary during the math exam.

Date: 2/4/14. 2/11/14

Time: 5-6pm

Name of Provider: Two bilingual third or fourth grade teachers

Audience: Parents of ELLs in third and fourth grade

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____