Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**BROOKLYN BROWNSTONE SCHOOL**
DBN (*i.e. 01M001*):	**16K628**
Principal:	**NAKIA HASKINS**
Principal Email:	**NHASKIN@SCHOOLS.NYC.GOV**
Superintendent:	**EVELYN SANTIAGO**
Network Leader:	**NANCY RAMOS**

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
Nakia Haskins	*Principal or Designee	
Alexander Brunner	*UFT Chapter Leader or Designee	
Debbye Patrick	*PA/PTA President or Designated Co-President	
Khadijah Suluki	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Miriam Madison Balfour	Member/ Teacher	
Theresa Richardson	Member/ Teacher	
Tabitha Washington	Member/ Parent	
Zoraya Flor	Member/ Parent	
Oyonola Tommy	Member/ Parent	
Eboni Gilchirst	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015 we will observe all eligible teachers utilizing a research-based teaching framework and extend analysis of student outcomes to elevate instructional practices and deepen the levels of professional growth

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.
Use the observation of classroom teaching with a research-based common teaching framework and analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. For our 2012-13 QR one Area For Improvement: The principal uses the 8 criterion chosen from the Danielson Framework to conduct formal observations and frequent "snapshot" classroom visits for teachers, including teachers new to the school, and provides verbal and written feedback on overall lessons and activities observed. The feedback consists of lesson descriptions and suggested next steps for improvement. In addition, the principal reflects upon student growth by analyzing student work seen in the classroom. However, the use of student data from formative and summative assessments is not consistently included in the analysis. This reduces opportunities to provide suggestions for next steps that are directly connected to student performance and continued growth and, thus, adversely affects student progress. Further, while the feedback provided includes specific information regarding expectations for best practices to support teacher growth, alignment with teachers' professional goals is not uniformly evident in the reports. This lessens opportunities for teachers to reflect on their practice and progress towards meeting their individual goals for continued development to maximize student achievement.

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. Conduct a minimum 48 informal observation based on teacher selected option and 6 formal observations for the two pre-k teachers. Administrations will also utilize strategies learned the Relay Graduate School of Education through the IMPACT Grant
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, principal, CFN 533, Talent Coach, New Leaders for New Schools Resident
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Based on findings of informal observations provide group and/ or individual professional development in areas of growth during Monday professional development
D. Timeline for implementation and completion including start and end dates
1. September- June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Weekly professional development, feedback after every session observation

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.

X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**	**X**	**Set Aside**		**Grants**

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

Fair Student funding, Deferred Programming Planning Initiative

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, we will implement the processes for school level decision make adjustments as needed to enhance coherence of curricular instructional practices by expanding the use of assessments developed for Science and Social Studies.

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.
For our 2012-13 QR one Area For Improvement: utilize system developed for science and social studies. This has resulted in the limited implementation of systems for evaluation in these content areas and has hindered the ability of the leadership to provide timely feedback for maximum impact on student success

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. Teachers will utilized Student Work Protocol and the NYC Social Studies Scope Sequence 2014-15 to assess student learning in all content areas during teacher team meetings. They follow the cycle of Inquiry, DOK and Citywide Instructional Expectations (CIE) to implement necessary changes. Administrations will also utilize strategies learned the Relay Graduate School of Education through the IMPACT Grant
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, principal, math, CFN 533, and DOK consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. During monthly grade level meetings data will be review on a 6-8 week cycle depending on content area
D. Timeline for implementation and completion including start and end dates
1. Baseline data will be collected in September and October and reviewed on a 6-8 week cycle
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers have daily common preps and bi-monthly grade level and data meetings

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 are given monthly Curriculum Nights that focus on a different content area and ways they can support the children at home

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**	**X**	**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student funding, Deferred Programming Planning Initiative											

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 the percentage of student with chronic lateness and/or absenteeism will decrease by30%

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.
Although we had a 94% attendance rate. Based on ATS report RCUL we had 25% of students with chronic lateness. These students did not perform well on NYS ELA and Math exams

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The Attendance Team will identify students with chronic lateness (>10 days late by December). Students will be assigned Attendance Mentors. Students with the most improved timeliness will attend the Attendance All Star event in June with a parent.
B. Key personnel and other resources used to implement each strategy/activity
1. Parent Coordinator, Family Worker, School Aides, Principal, Attendance teacher, New Leaders for New School Resident
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance is review at monthly Attendance Meetings. Students identify with chronic lateness and attendance will be reviewed and strategies used to by mentors to improve student timeliness will be shared. Review of School Messenger data will also be reviewed.
D. Timeline for implementation and completion including start and end dates
1. December- June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Students will be provided with alarm clocks, monthly incentive calendars and incentives for 5 consecutive days of on time attendance. Students with the most improved timeliness will attend the Attendance All Star event in June with a parent.

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 Attendance Workshop and support from Attendance Mentor including phone calls

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**	**X**	**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student funding, Deferred Programming Planning Initiative											

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 teachers and paraprofessional in grades pre-K-5 will receive professional development to improve their questions by studying Thinking Through Quality Questioning by Walsh and Sattes and by utilizing DOK level 2 questions in daily planning

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.
In 2012-13 we began working on question with intensive professional development in DOK. We have expanded the professional development to include Thinking Through Quality Questioning by Walsh and Sattes

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. Teachers will revise and plan units during teacher team meetings. They follow the cycle of Inquiry, DOK and CIE to implement necessary changes to unit and lesson plans. They will also utilize strategies (Check for Understanding and Teach Like a Champion) learned through the IMPACT Grant
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, principal, math, CFN 533, DOK consultant, author of Thinking Through Quality Questioning
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. During monthly grade level meetings review and record curriculum changes
D. Timeline for implementation and completion including start and end dates
1. September- June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher will attend professional development sessions with network and school on questioning

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 be provided with workshops on changes to curriculum and how to support student at home

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**	**X**	**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student funding, Deferred Programming Planning Initiative											

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.
By June 2015 100% of teachers in grade K-5 will have 100% of their math curriculum/units (Math in Focus/ Engage NY) aligned. These units will focus on shifts in instruction that align to the Common Core as evidenced by tasks and classroom observations.

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.
After reviewing the NYS math exam and our results we must revise our unit plans

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. Teachers will design and plan curriculum during teacher team meetings. They follow the cycle of Inquiry, DOK and CIE to implement necessary changes to curriculum unit plans.
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, principal, math, CFN 533, and DOK consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. During monthly grade level meetings review and record curriculum changes
D. Timeline for implementation and completion including start and end dates
1. September- June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher will attend CFN 533 professional development session and update unit plans and post to Google docs

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 be provided with workshops on changes to curriculum and how to support student at home

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student funding, Deferred Programming Planning Initiative											

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	Computer software repeat reading and interactive writing	Individual Small group	During the school day
Mathematics	Computer software, students meet with HQT for small groups instruction	Individual and Small group	During the school day
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	SETTS services by SETTS teacher and counseling by school social worker and school psychologist	Small group and, one-to-one	During school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We post positions on Open Market and our school's website. We also attend NYCDOE job fairs. Only highly qualified teachers are selected to be interview and participate in individual and groups interviews. They must also give a demonstration lesson. All staff members report to school in August for school based professional development. All teachers complete a survey and self-assessment in which they reflect on their practice and request professional development. They can also be assigned to attend professional development based on observations

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).
Teachers are provided with city wide, school wide, and individual professional development based on observations and requests

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are set aside STH. STH are provided with uniforms, school supplies and other items as necessary. Students participant in CookShop provided by the Food Bank, parents participate in Cook Shop Families. Students also participate in a walking club managed by a first grade teacher and various sports and cultural experience through our partnership with SCO Beacon and Garden of Dreams.

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.).
We provide workshops on enrollment for our pre-k parents and parents of Pre-k students in our community. Pre-k students and parents housed in our building participate in all school wide activities including the PTA and SLT. We provide pre-k parents with the early intervention program and provide early intervention providers with space to provide their services.

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.
Assessments are chosen at school wide faculty conferences. Professional development is provided for the assessments and results are discussed a data meetings through a Student Work protocol.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn
- ALTHOUGH WE ARE CURRENTLY NOT A TITLE I SCHOOL THIS PLAN IS IN PLACE .

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information ⓘ

District 16	Borough Brooklyn	School Number 628
School Name Brooklyn Brownstone School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Nakia Haskins	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area Jacqueline Samayoa	Parent Deborah Patrick
Teacher/Subject Area Amanda Richards	Parent Coordinator Shawn Gibbs
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not 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)	199	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   1. The ESL Program at Brooklyn Brownstone School will serve students identified in grades K-5. When newly admitted students are registered, parents are given the Home Language Identification Survey. If a parent speaks a language other than English, we have forms readily available in their preferred language. A certified team member (a licensed pedagogue or administrator) will speak to

the parents and conduct an informal interview with the child to determine if the child is eligible for LAB-R testing. After having initialed the Home Language Survey, the teacher will administer the LAB-R to newcomers during the first 10 days of attending school. All LAB-R exams will be hand scored at the school to determine English Language Proficiency. If the student is entitled to services they are place in a program of their parent's choice and will remain there until they take the NYSESLAT. Based on the LAB-R or NYSESLAT scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency.

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

   2. Our school strives to assure that every parent knows the program choices available to them. When a child is determined to be an ELL his/her parents we will invite them to attend an orientation meeting with our Parent Coordinator and ESL Teacher. During this meeting, parents will view a Department of Education video entitled "Orientation for Parents of English Language Learners", explaining the three program choices, Transitional Bilingual Education, Dual Language program and English as a Second Language. Parents will have the opportunity to ask questions and make appropriate choices. Documentation will be kept in a binder for compliance records. to question here:

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

   3. Entitlement and placement letters will be distributed to students to take home to their parents. If forms are not returned in a timely manner, the Family Worker and or a teacher will call the home and request they return the form. Parents who pick up their children will be approached after dismissal. If form is not returned the default program for ELLs is Transitional Bilingual as per CR Part 154. However, if there are not enough students to form a Transitional Bilingual Program parents will be given the option to transfer their child to a school that has a Transitional Bilingual Education program in their region.

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?

   4. Our team members will review the Home Language Surveys and honor the requests of parents. We expect to will hold meetings along with the Family Worker to solicit questions and concerns and encourage parents to meet with our staff. In the event, we do not have a teacher who speaks the parents' native language, we will communicate with our Network ahead of time, to provide us support. We will also use the DOE translation unit in order to translate upcoming events, orientations, and notices.

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*.)

   N/A

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

   N/A

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?

   Paste response to questions here:

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

   N/A

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

The ESL Program at Brooklyn Brownstone School will serve students identified in grades K-5. Entitlement for ESL Services is determined by the Home Language Identification Survey Forms and scores in the Revised LAB-R or the NYSESLAT. Based on these scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency. This includes Beginners (B), Intermediate (I), and Advanced (A). Students who are found eligible for services will receive instruction in the following manner: Students in the beginning and intermediate levels will receive 360 minutes of services, and those in advanced level will receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Students will be pulled out from their classes to be given instruction by the ESL teacher except during Reading and Writing workshop in which the teacher will do push-in to the classroom to supplement and reinforce instruction of the classroom teacher to the ELL's. The ESL Program at the Brooklyn Brownstone School is designed to develop the basic interpersonal communicative skills in English through Cooperative Learning Approach either by pair or small groups. It also strives to improve the development of Cognitive Academic Language Proficiency by integrating effective ESL methodologies throughout the curriculum and content areas. Students will be grouped according to grade and proficiency level (Beginners, Intermediate, and Advanced) to ensure that the content designed for their language acquisition and learning level will be developmental appropriate for them. The ESL teacher will pull out 1 to 6 students per group for ESL instruction. The language of instruction used in the ESL program is English. Although there are dual language books available and other resource materials available for student use, the ESL Teacher will require them to read, write and speak in English.

The ESL teacher will use differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Paste response to question here:

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.

   Paste response to question here:

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].)

   Paste response to question here:

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.

   Paste response to question here:

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.

   We would follow the test admisistion protocal and schedule the administration accordingly.

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.

   At the present time, we have not had any Program Selection forms to review trends in program choices. We also do not have any parent request forms.

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])?

    Paste response to questions here:
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)?

    Paste response to questions here:
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.

    Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Paste response to question here:
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).

    Paste response to questions here:
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?

    Paste response to question here:
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?

    Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
   Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
   Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
   Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
   Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
   Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
   Paste response to question here:
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.
   Paste response to question here:
18. What language electives are offered to ELLs?
   Paste response to question here:
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)?

   Paste response to questions here:

C. Professional Development and Support for School Staff

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

The ESL teacher will attend staff development within the school and study group for ESL teachers in the Children First Network throughout the school year and well at those available on Protraxx. The majority of the staff development will focus on data driven instruction and research-based strategies that will help the ELLs acquire language proficiency and meet the state standards, The ESL teacher will also attend professional development sponsored for ESL teachers to provide the highest quality of instruction and learn new innovative ways and updates that could be used and beneficial to second language learners

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?

Brooklyn Brownstone School Parent Compact

Brooklyn Brownstone School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-09.

Required School-Parent Compact Provisions
School Responsibilities

Brooklyn Brownstone School will:

☐ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

In addition to the mandated New York State Department of Education 5th grade requirements, BBS students will be expected to display mastery in the core values .Curiosity, Community, and Commitment. Each exit criteria is designed to prepare students for the academic and advocacy in middle school and beyond. In order to graduate from 5th grade, students will be required to do the following during their graduating year:

Curiosity
•☐Identify community issue
•☐Explore new concepts and ideas addressing the issue with an open mind

Community
•☐Demonstrate proficiency on their Service- Learning Project
•☐Complete at least 25 hours of service learning outside of school community projects
•☐Complete 20 hours of service learning within the school building (i.e. creating books for buddy reading with the first graders)

Commitment
•☐Attain a 3 or 4 on the required New York State Assessments in English Language Arts, mathematics, and social studies
•☐Obtain an 80% average or better
•☐Create and present their Final Portfolio (an inquiry-based process portfolio)

At BBS there will be two major tasks or assignments students will be required to fulfill to address our core values: Curiosity, Community Service, and Commitment. Each task is designed to address academic content areas and reading, writing, research, and oral presentation skills. Additionally the tasks will be presented with clear expectations and rubrics for evaluation. Students will be made aware of these expectations prior to the commencement of the project. Beyond self assessments students will be evaluated on the tasks by a panel consisting of teachers, administrators, family members, social workers, and CBO partners. The following chart further describes each task:

Task Description

Service- Learning Project Students will develop and present a high quality project focused on addressing a specific community issue. Students will design a project and share results with the broader school community at the Service Day celebration.

Final Portfolio The inquiry-based process portfolio will be a cumulative final portfolio. Students will initially be given inquiry-based questions to address through examples of student work. Each student will be required to present the final piece, process drafts, assessment pieces, and a reflection including how the selected piece fulfills the point of inquiry. The portfolio process will be scaffold starting in the lower grades (K-4) where they will follow an annual portfolio process to prepare them for middle school.

Parents will be kept abreast of student progress through communicating with the classroom teachers. In addition, there are two regularly scheduled Parent-Teacher Conferences where parents and teachers have the opportunity to discuss each students progress at parent-teacher conferences held at the end of each term. We expect every parent to attend each of these parent-teacher conferences. Three Progress Reports in the middle of each trimesters, where teachers will send home reports outlining each students progress in the areas of literacy, math and behavior.

☐ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 13, 2013 and March 19, 2014

☐ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report Cards: 11/13/13 ,3/19/14,6/26/14 Progress Reports: 10/9/13,1/14/14,4/13/14

☐ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parent-School Communication
We believe if parents are actively involved in their child's education we will achieve our mission. A key piece of this involvement is a system of communication between the school and the home. Brooklyn Brownstone School employs the following systems and procedures to ensure there are ongoing and regular communications between school and home. Please update all contact information with the school secretary and inform your child's teacher of the best way to contact you in non-emergency situations.

Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school, either by phone, in writing, or by e-mail, within 36 hours. You should receive at least one phone call or note each quarter from your child's teacher.

Weekly Brownstoner
Every Friday, Brooklyn Brownstone School sends and e-mails a memo, the Weekly Brownstoner, to the parent and guardian of each student. This memo contains important information about school events and news. It will go home in your child's homework folder. Please look for this important memo every Friday. The first Brownstoner will go home the second or third week of school.

Monthly Calendar
Each month, you will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference dates. Please look for this calendar in your child's homework folder.

Two Parent-Teacher Conferences
Parents and teachers have the opportunity to discuss each student's progress at parent-teacher conferences held at the end of each term. We expect every parent to attend each of the two parent-teacher conferences.

Three Progress Reports
In the middle of each term, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior.

Curriculum Night
The Curriculum Night is an opportunity for parents and guardians to learn strategies they can employ at home to help their children meet their academic objectives. At the Curriculum Night, teachers share one or two objectives from the scope and sequence and then demonstrate different instructional methods. The weekly memo will communicate the date and time of the open house.

Questions
If you have questions or concerns, parents are encouraged to call their child's teacher directly. Please don't hesitate to leave a message at the main office at (718)573-2307.

☐ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parent and Guardian Volunteer Responsibilities
As a parent or guardian of a Brooklyn Brownstone School student, one of your responsibilities is to volunteer at the school. This may include helping to supervise a field trip, working in the office, assisting your child's teacher, assisting at breakfast or lunch duty, or stuffing envelopes at home. To volunteer in your child's classroom or to supervise a field trip, please contact your child's teacher directly. To volunteer in the office, recess, or any other activity please contact the school secretary at (718)573-2307.

☐ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized,

ongoing, and timely way.

☐ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

☐ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

☐ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

☐ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

☐ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

☐ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

☐ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home is completed;
- monitoring the amount of television my children watch;

☐ volunteering in my child's classroom;

☐ participating, as appropriate, in decisions relating to my children's education;

☐ participating in school activities on a regular basis;

☐ promoting positive use of my child's extracurricular time.

☐ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

☐ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

☐ reading together with my child every day;

☐ providing my child with a library card;

☐ communicating positive values and character traits, such as respect, hard work and responsibility;

☐ respecting the cultural differences of others;

☐ helping my child accept consequences for negative behavior;

☐ being aware of and following the rules and regulations of the school and district;

☐ supporting the school's discipline policy;

☐ express high expectation and offer praise and encouragement for achievement.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Brooklyn Brownstone School			School DBN: 16K628
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nakia Haskins	Principal		10/4/13
	Assistant Principal		10/4/13
Shawn Gibbs	Parent Coordinator		10/4/13
	ESL Teacher		1/1/01
Debbye Patrick	Parent		10/4/13
Jacqueline Samayoa	Teacher/Subject Area		10/4/13
Amanda Richards	Teacher/Subject Area		10/04/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K628 **School Name: Brooklyn Brownstone School**

Cluster: 5 **Network: 533**

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.

When newly admitted students are registered, parents are given the Home Language Identification Survey. If a parent speaks a language other than English, we have forms readily available in their preferred 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.

After reviewing the Home Language Identification Surveys, we have concluded that we do not have a need written translations and/or oral interprtation services

Part B: Strategies and Activities

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

After reviewing the Home Language Identification Surveys, we have concluded that we do not have a need written translations and/or oral interprtation services

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

After reviewing the Home Language Identification Surveys, we have concluded that we do not have a need written translations and/or oral interprtation services

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

We will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsiblities.htm.
We will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. If more than 10% of the children at our school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant Section VII of

chancellor's Regualtion A-663 and shall post and provide such forms in accordance with the section.