

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: 20K686

**School Name: Brooklyn
School of Inquiry**

Principal: Donna Taylor

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-6 School Number (DBN): 20K686
Public
School Type: Elementary/Intermediate Grades Served: K-6
School Address: 50 Avenue P , Brooklyn, NY, 11204
Phone Number: 718 – 621-5730 Fax: 718- 621-5735
School Contact Person: Donna Taylor Email Address: DTAYLOR32@SCHOOLS.NYC.GOV
Principal: Donna Taylor
UFT Chapter Leader: Toi Ferguson
Parents' Association President: Samantha Caserta
SLT Chairperson: Donald Solvato
Student Representative(s): N/A

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th St, Brooklyn, NY 11209 KCostan@schools.nyc.gov
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: (718) 759-4912 Fax: (718) 759-4842

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Chris Groll
Network Number: 102 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Donna Taylor	*Principal or Designee	
Toi Ferguson	*UFT Chapter Leader or Designee	
Samantha Caserta	*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	
Marisa Schwartz	Member/ Parent	
Donald Solvato	Member/ Parent	
Kelly Baxter Golding	Member/ Parent	
Tricia Ragone	Member/ Parent	
Anna Moshura	Member/ Teacher	
Nelsa Boyer Madisson	Member/ Teacher	
Sevgi Unay	Member/ Teacher	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Brooklyn School of Inquiry (BSI) is a growing K-8 citywide gifted and talented school in New York City that serves students from Brooklyn, Staten Island, Queens, and Manhattan. We opened our doors in 2009 with three Kindergarten classes and one first grade class. We currently have two classes on a grade with the exception of a bubble in 5th grade and go up to the 6th grade. In 2016/2017, we will be at capacity with approximately 550 students.

Since we are a citywide gifted and talented school and not a zoned, community school, almost 80% of our students arrive to school on either a NYCDOE bus provided by the Office of Pupil Transportation or on private buses funded by those families who use them.

We are an inquiry-based school with an emphasis on the arts, science and technology. Our Kindergarten through 2nd grade students play violin with a Suzuki Master. Students from 3rd through 6th grade voluntarily sign on to partake in advanced violin. Fourth grade through 6th grade students choose between a brass and woodwind instrument taught by Brooklyn Conservatory of Music instructors or a fine arts or performing arts program lead by BSI Music and Art teachers. We have a stand-alone science program for all K-6 students and in 2011 together with our partners from Teachers College Columbia University, we were awarded a National Science Foundation grant to write STEM units.

At BSI, we are deeply committed to research regarding the most promising education practices and many of our teachers and our administrator present in national conferences where we share our pedagogical approach. We have built and continue to nurture a strong community based on the Tribes Agreements and Responsive Classroom approaches.

Since we are not a community school, we take great pains to offer family workshops where students and faculty can share the work happening in classrooms. Since we are an inquiry-based school, families sometimes struggle with our constructivist approach which differs from that of their own childhood learning, and find it difficult to understand how they can best support their children at home. This is an area where we have both made the most growth and the area that is a key focus for us this academic year.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths: Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Weaknesses: Curriculum-aligned assessment practices that inform instruction

Part 2 – Annual Goal

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

Teachers will align assessment, curriculum, and planning as evidenced by quarterly individual student portfolios to ensure that they practice checks of understanding during their lessons so that adjustments are made to meet all students’ learning needs as per the Common Core Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional learning around the creation and implementation of a school-wide portfolio system along with support on using collected data to drive further instruction will be strategically scheduled throughout the year.	All classroom and cluster teachers K - 6	6/2014 - 6/2015	Donna Taylor (principal) PD Committee Teacher Leaders/Portfolio Team
Utilize out-of-classroom teachers and technology to support small group instruction around portfolio cultivation for English Language Learners, students with IEPs and all students in general.	Digital Strategies Team	9/2014 - 6/2015	Digital Strategy Team ESL Teacher Cluster Teachers Classroom Teachers

Parent outreach will include <i>Curriculum Night</i> information sharing, inclusion on class syllabi on website and class pages, and teacher blogs, as well as an interactive presentations throughout the school year to parent body by teachers and students.	All teachers, PTO, SLT and parent body	9/2014 - 6/2015	Rhys Daunic (Media Literacy Consultant) Classroom Teachers PTO Parent Body
Continue to host parent events that highlight practices in place that support the school-wide commitment to rigor to develop a deeper understanding within the parent community.	All Teachers, Parent body	9/14-6/15	Principal Portfolio Team All Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monthly professional learning time with all staff involved. (Classroom teachers, cluster teachers, strategic support staff, resource teachers) Digital Strategies Team will need technology equipment such as computers, ipads and scanners for digital cultivation of portfolio pieces. Professional learning time allotted to staff creating and embedding rigorous, standards-based rubrics into curricular units.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
The mid point progress monitoring activity will be looking at ELA units of study across grades to assess whether the quality and content of rubrics are aligned with Common Core Standards. (By February 2015)				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Established systems around TRIBES community building and Responsive Classroom approaches to behavior management and community building.
- Professional learning for all staff working with students.
- Support team available for guidance and interventions. (ELL teacher, Special Education Teacher, Tribes Curriculum Developer, Psychologist, Guidance Counselor, Occupational Therapist)
- Weekly School-wide Enrichment program focusing on community-building across grades through student interest based learning.

Weaknesses:

- Normative practices and the establishment of coherence from one classroom to another
- Consistent support for all ELL and bilingual students through small group instruction and heterogeneous grouping.

Part 2 – Annual Goal

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

Refine action planning by having school-wide systems in place for supporting learners of all abilities and development. Develop a structure at the school level to track progress and use that data in order to improve student achievement for English Language Learners, former English Language Learners, and bilingual students. Ensure frequent and ongoing feedback and monitoring of progress which is communicated to all constituents to be used for further instructional planning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Analyze results of 2013-2014 ELA and Math State Tests to collect data on strengths and weaknesses of all students, paying particular attention for ELL, former ELLs and bilingual students.	Students in Gr4- Gr6	9/2014-11/2014	Donna Taylor Bonnie Durgin Sara Inbar Classroom

			Teachers
School-wide guided reading initiative to provide consistent support in reading across classrooms.	K-6 students and teachers	10/2014	Donna Taylor Bonnie Durgin Sara Inbar Cluster Teachers Classroom Teachers Parent-Paid TAs
Weekly vertical planning and grade level meeting with content area support staff at the meetings focusing on instruction and student progress and coherence across grades.	All teachers	10/2014-6/2014	Donna Taylor Marcy Materta Anna Moshura Sara Inbar
Professional Learning Committee to help identify needs and develop targeted and meaningful professional learning paths for all teachers to meet their needs and those of their classrooms.	All staff	8/2014-6/2014	Donna Taylor Melissa Singer Stephanie Parsons Christy Stewart Toi Ferguson Anna Moshura Sara Inbar Bonnie Durgin

Part 4 – Resources Needed

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

Guided Reading Library purchase. (books, shelving, bins)
Allocated time for vertical and grade level meetings.
Support Staff (coaches) i.e. Marcy Materta, Sara Inbar, Anna Moshura

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

We will administer a mid-point school-designed assessment for grades 4-6 to review student performance as compared to ELA and Math state scores from 2014 and review F&P levels for K-3 in February as compared to September/October levels. By February, 80% of K-3 students will advance at least two levels as measured by F & P assessments.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Staff wide Professional Learning on the *Framework for Teaching*
- Strategic scheduling that allows for grade level teams to meet collaboratively to develop curriculum and instruction weekly
- Outside consultants and in house support staff available for feedback and intervisitation to share promising practices

Weaknesses:

- uneven individual practice that needs to be nurtured and supported by colleagues and administration.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will have a normed understanding of the competencies and rubric from the Framework for Teaching as outlined in Advance by focusing on the clarity of instructional purpose, accuracy of content and classroom management techniques to improve teaching and thereby student achievement irrespective of subgroups.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
As a staff, build in professional learning time to unpack the framework and share promising practices around the coherent development of eight competencies of the framework.	All Classroom Teachers	9/2014-6/2015	Donna Taylor Sara Inbar Anna Moshura Marcy Mattera
Provide time for teachers to self reflect and choose their goals.	All Classroom Teachers		Donna Taylor

Follow up with individual teachers and offer targeted support toward the successful adoption of all criteria in the framework.	All staff	9/2014-6/2015	Donna Taylor Sara Inbar Anna Moshura Marcy Mattera Toi Ferfuson Melissa Singer Stephanie Parsons

Part 4 – Resources Needed

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

- Professional Learning opportunities targeting to specific needs
- Shared staff meetings (time allocation)
- Intervisitation among staff (time allocation)
- Support of outside professional development staff (budget allocation)

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Ongoing observation and feedback between administration and teachers; post observation and mid-point professional conference reflecting on progress (Winter 2015); buddy-system of teams of teachers working to support one another in their targeted goal(s). By February, 80% of teachers will rate themselves and one another as effective using the Danielson Rubric.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- A staff of highly seasoned professionals who are deeply committed to growing their practice
- Clearly designated roles that capitalize on individual strengths
- Highly motivated team of teachers interested in capacity building

Weaknesses:

Part 2 – Annual Goal

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

Develop and nurture the growth of teachers and staff through distributed leadership.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Construct a meaningful articulation plan the incorporated possible role for individuals interested in growing their practice and contributing on a larger scale to the school.	Anna Moshura Sara Inbar Bonnie Durgin	6/2014- 6/2015	Donna Taylor
Develop a role for teachers interested in creating a digital portfolio system.	Kyra Wolfe Bonnie Durgin	6/2014- 6/2015	Donna Taylor

Develop opportunities for teachers interested in supporting the development of vertical curriculum .	Stephanie Parsons Anna Moshura Sara Inbar Marcy Materta	6/2014-6/2015	Donna Taylor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Financial resources (budget allocation) Common Planning time (time allocation) Professional Learning opportunities (budget and time allocation)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Ongoing observation and feedback between administration and teachers; post observation and mid-point professional conference reflecting on progress (Winter 2015); buddy-system of teams of teachers working to support one another in their targeted goal(s). By February, Digital Portfolio System will be up and running in 85% of the classrooms.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Family Friday Events for parents on ongoing basis
- Narrative Report Cards
- Classroom blogs and weekly newsletters
- Curriculum Night
- Grandparents Day
- School-wide Art Show
- Family Read Alouds
- Academic celebrations (publishing writing)
- Ongoing communication with parents regarding academic progress and intervention in the classroom

Weaknesses:

- Since we are not a community school we need to create more opportunities for parents to engage in the learning process and have a deeper understanding of how they can support their children at home.

Part 2 – Annual Goal

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

Continue to build strong family/parent/school communication through school website and blogs, and family engagement sessions like math and humanities roundtables and sessions and invitations into the classrooms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Provide written and in-person translation services for families that are bilingual	Bilingual Families	9/14- 6/14	Bilingual School Staff

Academic Workshops targeting each grade level and the needs of those parents therein	All Parents and Families	9/14- 6/14	Administration Marcy Materta Stephanie Parsons Toi Ferguson Classroom Teachers Staff Developers
School-wide portfolio sharing with families	All Parents and Families	9/14- 6/14	Administration Portfolio Inquiry Team, Digital Strategies Team, All Teachers
Grade Level Syllabi on class websites with weekly updates	All Parents and Families	7/14- 6/14	Administration Media Literacy Team Classroom and Cluster teachers
Curricular Roundtables	All Parents and Families	11/14- 6/14	Administration Cluster teachers Home room teachers Coaches
Organize a committee of parents that will gather information and arrange workshops around coping mechanisms for student-to-student harassment.	All Parents and Families	10/14-6/14	Administration School Social Worker, School Psychologist, School Guidance Counselor

Part 4 – Resources Needed

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

Professional Learning (time allocation)
 Schedule Adjustments
 Planning time (time allocation and financial resources to support development of those presentations)
 Outside partnerships to support development of workshops (Ex. Professor Noto)
 Media Literacy Team support

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

planning. In this part:

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

DYO Parent Survey (hard and soft copy) available for parents. (January)

Student surveys reflecting on roundtable participation

Part 6b. Complete in February 2015.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	F&P	Guided Reading	Small group 1 to 1 Tutoring	during the school day
Mathematics	DYO assessments	Small group intervention	Small group 1 to 1 Tutoring	during the school day
Science	DYO Assessment	Small group intervention	Small group	during the school day
Social Studies	DYO Assessment	Small group intervention	Small group	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPC Parent Referral Teacher Referral	Counseling	Small Group One to One	during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Brooklyn School of Inquiry is 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.

**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 20	Borough Brooklyn	School Number 686
School Name Brooklyn School of Inquiry		

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 Donna Taylor	Assistant Principal Nicole Nelson
Coach	Coach
ESL Teacher Anna Moshura	Guidance Counselor Lee Mastropasqua
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Maryana Sigalova
Related Service Provider Lee Mastropasqua	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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)	374	Total number of ELLs	18	ELLs as share of total student population (%)	4.81%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class	10													10
Push-In		6	2											8
Total	10	6	2	0	0	0	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	2
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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	18		2							18

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	18	0	2	0	0	0	0	0	0	18
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	1	2												3
Russian	9	4	2											15
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	6	2	0	18									

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)	6	3												9
Total	6	3	0	0	0	0	0	0	0	0	0	0	0	9

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:

- 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.
We use Fountas & Pinnell reading assessments to determine each student's decoding skills and reasoning abilities, along with comprehension of texts. We use Foundations to identify the child's level of phonemic awareness and develop an intervention plan specific to that student's needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Half of our students test out of the program by the end of their first year at our school. Others move from beginner to advanced within the school year. Our students perform above state average in all components. Last year, we looked at the lowest components out of the four on NYSESLAT, which was Listening and Speaking across the group, and we chose those to focus on during everyday instruction. We provided more opportunities for students to participate in small group and safe environments, adjusted our literacy centers to include more listening activities, and set up more opportunities for one-on-one peer interactions.
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](#))
As we stated in the previous question, we chose last year to focus on Listening and Speaking because students scored lowest in those components. This year, we will integrate the practices we established last year (providing more opportunities for students to participate in small group and safe environments, adjusting our literacy centers to include more listening activities, and setting up more opportunities for one-on-one peer interactions). We will now focus on writing this year, as those were our lowest scores out of the four components. We are going to provide more exposure to different genres of writing, and opportunities to respond to literature through writing.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- All of our students take the 3rd and 4th grade NYS ELA and Math state tests in the English language. They also take the NYSESLAT in English. Last year on the NYSESLAT, first grade students performed better in Listening and Speaking than they did in Reading and Writing. Most first grade students tested out, but those that didn't did not perform as well in the Writing section of the test. Kindergarteners scored lower on the Writing section. Two students who are selective mutes also scored low on the Speaking portion.
- We do not use ELL Periodic Assessments however we use F&P running records to determine placement for children in intervention small groups and extended day.
- We do not use ELL Periodic Assessments however we have learned using the F&Ps and by using on demand writing that ELLs need extra support in small groups with direct instruction in reading strategies, targeted instruction in Literacy Centers, vocabulary instruction and in writing.
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](#).)
Based on the results of each year's ELA test, our school has noticed that our former ELLs have a deficiency in vernacular vocabulary and standards associated with language acquisition. For example, many former ELLs struggled with answering questions related to these standards:
CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
o CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.*
o CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.
CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- As a result of these findings, we now have a school-wide inquiry group focusing on the lowest third of this target group. We have a small group instruction that is targeting this growth in 3rd and 4th, and our extended day sessions target this population.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Based on information on the child's educational history and background, and in collaboration with the parent interview, all content area teachers teach in such a way that they are building the student's English language skills. In grade meetings when constructing lessons within units, we are constantly considering what the visual and kinesthetic needs might be so we can address them and imbed supports. Additionally, the two people with ELL expertise on our staff lead intervisitations and walk-throughs to provide feedback on supports that exist in each of the classrooms on a monthly basis.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A. At this time, our school does not offer a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In addition to NYSESLAT, we keep a digital portfolio on each ELL student with writing samples, reading goals, and math interviews. We use those to carefully assess their language development and adjust our instruction.

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](#).)
When parents are invited to register their children, they meet with our secretary who provides them with all the necessary forms. One of these is the Home Language Identification Survey. The HLIS is completed with the assistance of our ESL teacher, Anna Moshura, and an informal oral interview is conducted at the same time. When it's determined which language is needed, Anna Moshura, our ESL teacher, confers with administration to be sure that any languages she does not speak are provided by an outside interpreter. After parents submit their paperwork, the secretary and the ESL teacher look over the HLIS, paying close attention to questions 1-4 and 6-8. The HLIS, in conjunction with the oral interview held by our ESL teacher, Anna Moshura, is used to establish the HLIS code. Based on these responses to the LAB-R Eligibility questions, it is determined whether the student needs to be administered LAB-R (NYSITELL). Then the child is put on the list to be administered LAB-R within the first ten days of admission. Next, the LAB-R is administered by our ESL teacher, Anna Moshura; since we have no Spanish speaking ELLs, the Spanish LAB-R is not administered. Our ESL teacher is fluent in Russian, Hebrew, and Ukrainian. The LAB-R is scored and answer documents are submitted to the state.
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.
One of our structures in place is the orientation meeting that all parents of ELLs are invited to attend. The orientation is led by the principal (Donna Taylor) and ESL teacher (Anna Moshura). During this orientation, parents watch a DOE provided video that outlines the services available. Then, the principal and ESL teacher give an overview of the programs, describe what's available at our school, and open for Q & A. The parents are given a Program Selection Form to list their choices in order of preference. As soon as we identify our ELLs through LAB-R, invitation letters and e-mails are sent to families inviting them to attend the orientation meeting which occurs within the first three weeks of school.
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 [\[see tool kit\]](#).)
Our school ensures that entitlement letters are distributed and parent survey and Program Selection Forms are returned by keeping an open line of communication between the families and the ESL teacher. The families are reminded to return all necessary paperwork via e-mail and then a phone call when necessary. During that time, they're invited to ask any lingering questions that might keep them from returning the forms. The forms are collected by the ESL teacher, reviewed, and then submitted to our secretary who inputs that data in ATS and stores the forms in the secure black box associated with the class assignment.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents who choose to accept seats at our citywide gifted and talented school do so because they desire their children to be mainstreamed into a classroom where ESL is provided on a push-in basis.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered by our ESL teacher, Anna Moshura. Using the RLER report from ATS, eligibility for the NYSESLAT is determined. We use the NY State NYSESLAT published memoranda which outlines all the steps of the NYSESLAT administration to ensure that our four components of the NYSESLAT are administered in the timeframe outlined.
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. ①

Since we are a citywide gifted and talented school, the majority of our ELL parents are at this school because they want their child to be in a mainstream classroom where ESL services are incorporated into the daily instruction. Parent trends for our five years have been that families select free-standing ESL as their first choice. Our ESL teacher and administration meet with parents to discuss what they're preferences are and what is available at the school to help manage expectations and understand trends.

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])?

In Kindergarten, we currently service ELLs through the instruction of their main classroom teacher, who is a certified ELL instructor. In first and second grade, we use the push-in model where an ESL-certified teacher collaborates with the classroom teacher to turn-key specific strategies that are targeted toward growth for our ELLs.

In Kindergarten, ELL students are in the same class with the main population. Their classroom teacher (ESL certified) pulls ELLs for small-group instruction based on their needs and content area. At times, those groups are of mixed-proficiency levels and others are homogenous depending on the need. In first and second grade, students are grouped based on their proficiency level for the morning extended program, and heterogeneously for the regular classroom instruction where specific strategies established through collaboration with the ELL teacher are incorporate into teaching.
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)?

Through small group instruction, extended day, lunch time intervention and collaborative staff teaching, we log hours on a spreadsheet to be sure mandated number of instructional minutes is provided according to each proficiency level. In this case, 360 minutes for our beginner/intermediate students, and 180 minutes for our advanced students, which is mirrored during our ELA

instruction. This includes our 7 beginner students and 3 advanced in kindergarten, all 6 advanced students in first grade and our 2 advanced in second grade.

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.

Within each of the grades and classrooms at BSI, we use the balanced literacy and workshop model. Content is taught in English, the approach is an inquiry based approach incorporating known best practices that provide visual and other targeted support for ELLs. These known best practices include, but are not limited to, Total Physical Response (TPR), visual support, hands-on learning and a print-rich environment. During grade-level meetings and weekly vertical planning meetings, these teaching moves are evaluated and aligned to the CCLS for Listening, Speaking, Reading and Writing.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Despite the fact that our children test in to the 99th percentile and tend to learn English quickly, our ESL teacher confers with all the Russian students in their native language on a weekly basis to ensure that they are appropriately assessed. For those students who speak languages other than Russian, we employ Teaching Assistants who speak Cantonese and Mandarin and meet with the children to assess them on a monthly basis.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As an inquiry-based school, much of our assessment is formative. Students have the opportunity to share what they know and are able to do and be assessed according to student-friendly rubrics in each of the four modalities. This is no different for our ELLs. On a weekly/monthly basis, our ESL teacher assesses all ELLs in Listening, Speaking, Reading and Writing. For our formal assessments in the four modalities, our ESL teacher has created assessments aligned to the NYSESLAT to determine where holes in our understanding or teaching may exist. These are administered on a monthly basis.
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).

Although we have never had a SIFE student, our instructional plan would be to use formative and summative assessment to learn where the gaps in a given students learning were and target instruction in a compact and accelerated manner to address those needs. All of our kindergarten ELLs have been in US schools for less than three years and each of the answers to all of the questions aforementioned address our approach. All of our newcomer ELLs are placed full time in a classroom with an ESL teacher. Our students have historically tested out of ELL services within two years. We have never had long-term ELLs.

As mentioned, we know that our former ELLs have a deficiency in vernacular vocabulary and standards associated with language acquisition. For example, many former ELLs struggled with answering questions related to these standards:

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

As a result of these findings, we now have a school-wide inquiry group focusing on the lowest third of this target group. We have a small group instruction that is targeting this growth in 3rd and 4th, and our extended day sessions target this population. To support our formal ELLs up to two years, we have instituted practices like Readers' Theater, Turn & Act, explicit vocabulary instruction prior to Read Aloud, explicit instruction of math vocabulary prior to math mini-lessons, to ensure ELLs have access to content being taught.

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?

We have two ELL-SWDs, one who is a speech student and one who is a selective-mute. The speech student is serviced by the speech therapist. Our selective mute student has been a participant in small group targeted activities that focus on listening and speaking and will continue to be part of a small group extended day intervention to continue to address his specific needs. Related-services personnel and administration meet bi-weekly to review and assure that all ELL-SWDs receive mandated services as outlined on their IEPs. For both of our ELL-SWDs, we use carefully designed listening center with a built in microphone as well as extensions to the lessons on interactive white board, including programs like Explore the Code and Reading A to Z.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
All of our services embrace the push-in model. Children are constantly mainstreamed in gen-ed classes with their peers where their individual learning targets are addressed through small flexible groups. Therefore, our ELL-SWDs are with non-disable peers all

day long, involved in the same tasks and classroom setting.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

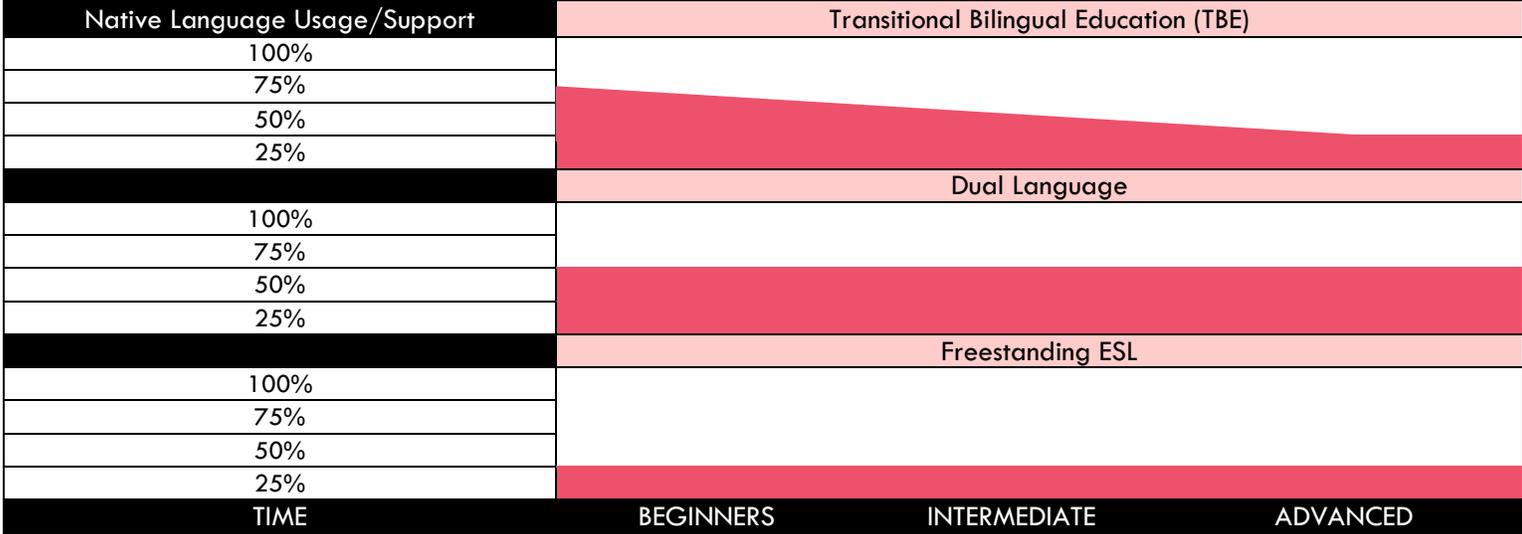
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We work with ELLs in English during extended day, lunch and in small groups through out the day, every day of the week. Our intervention services include work with a licensed ESL teacher in all content areas, using Foundations and teacher created materials to specifically work on phonemic awareness to build their capacity in the 41 phonemes of the English Language. During Read Aloud and Math, we do small group intervention that includes explicit teaching of pertinent vocabulary complete with visuals to support instruction. To enhance mathematics instruction, we use Just Right math games that encourage academic language development that are based upon results of our one-on-one math interviews. In Social Studies and Science, we use centers and group students according to their needs within the content area and language development. The centers change as student's needs evolve.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Sixty-five percent of our ELLs test out of services within the first year. Teachers review ARIS data to determine who their current ELLs and former ELLs are. Assessment is ongoing: we use Foundations and F&P assessments along with in-house created assessments for literacy, one-on-one math interviews, and pre- and post- assessments for each academic unit (including Social Studies and Science.) Data is reviewed on grade-level teams on a weekly basis and on vertical teams on a monthly basis. This data is used to modify the current and following units of study as appropriate.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have two study groups centered around ELL instruction, one for K-2 and another for 3-5. One thing we are trying in all grades is something called Turn and Act vs Turn and Talk. This involves more action on the part of students that helps them really understand vocabulary. Another thing we're doing a lot of this year is readers theater. In each classroom, we have interactive word walls with visuals, on magnetic boards so children can take these words and visuals with them to their work areas. One of the small group strategies we are trying is Glass Analysis, which is a word construction interactive game. Another activity is Rainbow Ladder, where students need to sequence related words in their order of intensity.
12. What programs/services for ELLs will be discontinued and why?
- We would always continue to use these and any other new programs we discover to reach all modalities of learning.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have a parent-paid afterschool program that offers language support to our ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use Dragon Dictator, iPads and laptops with attendant APPs for ELLs and SmartBoards in every classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have parent volunteers who take Learning Leaders Training and come in to support our ELLs in their native language on a weekly basis.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our ELLs are in K-2, and all services are geared toward early childhood.
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.
- During registration, we gather various materials to encourage socializing between students and foster a smooth transition to the new school culture. Students have a chance to get to know other incoming students, spend some time with a few staff members, and tour the school. This also gives us an insight on their language development and ELL needs. For our newly enrolled ELL students, we buddy parents up before the beginning of the school year with members of the current parent body with similar backgrounds. These partnerships are intended to help families acclimate to our school culture. We organize play dates by geographic and native languages for all new students. Since we are a citywide G&T school, we do not take any new students in after our initial enrollment in the summer.
18. What language electives are offered to ELLs?
- We are a K-5 school and do not offer any foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- 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.

Our Network offers ELL PDs periodically that our ESL teacher attends, and we have engaged an independent consultant to offer additional support as needed. During each of our grade level planning meetings on a weekly basis, we consider what the needs of ELLs are as they relate to the CCLS so we are sure to embed activities that will create access points for all of our students including our ELLs. Our Network staff and independent consultant come to our school to provide the additional hours needed as per Jose P, and we use our SBO half days and SBO 75 minutes per week to schedule these sessions. We have an inquiry group focused on how to support ELL learners (current and former) in all academic subjects. The inquiry group shares their findings with the rest of our staff in our afternoon PD times on Thursdays. We have cross-grade vertical planning meetings monthly as part of our professional development plan for ELLs. When our K-2 math coaches work with our teacher teams (on average every 6 weeks) a portion of the time is devoted on how to support (current and former) ELLs within the curriculum. Our 3-5 math coach meets on a weekly basis with each grade team to discuss how to support former ELLs within the curriculum.

We are a K-8 school, and so will provide guidance as our oldest class of 5th graders transition to 6th grade. All of our students have transitioned out of ELL services by end of 3rd grade. When grade teams meet to discuss students and their transition to new grades, teachers focus on former ELLs and consider them as a subgroup in their planning. To help staff in this process, we have engaged an independent consultant to offer additional support as needed. Each year we devote several half-days of PD focused around servicing ELLs within the classroom. These agendas are on file.

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?

Teachers invite ELL parents to take part in the classroom by reading aloud in their native language as well as teaching about their customs and culture. They are also invited to visit and spend time with the class. Most of our ELL families are Russian and our Parent Coordinator is Russian and fluent in both English and Russian. Our PC and ESL teacher translate as needed for our Russian-speaking families. For other languages, we consult with Teaching Assistants and utilize the DOE language services. Our PC meets with our ELL families monthly to be sure all school communications are understood by all families. She sends out surveys to families to gauge their needs. The teachers pay close attention to any potential needs of ELL parents and/or families and work with our PC to make sure that those needs are met. Additionally, through our Learning Leaders Program, we offer training to our ELL families so they can participate in all classroom activities. We evaluate the needs of the families through a series of survey monkeys we design each year for the specific purpose of understanding their needs and creating programs to satisfy them. We also offer monthly meetings to help ELL parents understand how they can help their children at home. These meetings are run by the ESL teacher. We have noticed that many of our ELL parents do not feel comfortable speaking English so we have decided to support them by providing the opportunity to them to do Read Alouds and any other activities that they might be interested in leading in their native language.

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: <u>Brooklyn School of Inquiry</u>		School DBN: <u>20K686</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Taylor	Principal		11/14/13
Nicole Nelson	Assistant Principal		11/14/13
Maryana Sigalova	Parent Coordinator		11/14/13
Anna Moshura	ESL Teacher		11/14/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K686 School Name: Brooklyn School of Inquiry

Cluster: 1 Network: CFN102

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.

At registration, after completion of the HLS form we determine which families may require translated documents in their native language. To date, we have discovered that some families require documents in Russian. Each year, we translate our Parent Handbook into Russian and disseminate accordingly. Additionally we reach out to families for PTCs to be sure that those families that require translation have a translator available for that conference.

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.

Again, it is determined at registration what translation needs exist, and based on those needs we announce to the school population how and where translated documents can be found on the school's web site and who at school can be contacted to be arranged for oral translation.

Part B: Strategies and Activities

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

Since we have a large Russian population, many parents at the school are bilingual and have volunteered their translation 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.

Some of our families require Mandarin or Cantonese interpretation for conferences and we have a school psychologist who is fluent in both and is able to provide appropriate translation when necessary.

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>.

At the onset of each school year, the "Bill of Parent Rights and Responsibilities" links are provided to all parents so they may read in their native language what they are entitled to. In the main hall at our school, there is a sign posted in Russian and Mandarin indicating the availability of interpretation services. Our safety plan includes procedures for ensuring that parents in need of language access services have access to the school's administrative offices in their native language.