

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **15K146**

School Name: **P.S. 146**

Principal: **ANNA ALLANBROOK**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Brooklyn New School School Number (DBN): 15K146
Grades Served: Pre-K through 5
School Address: 610 Henry Street
Phone Number: (718) 923 - 4750 Fax: (718) 923 - 4780
School Contact Person: Anna Allanbrook Email Address: aallanb@schools.nyc.gov
Principal: Anna Allanbrook
UFT Chapter Leader: Regina Gori
Parents' Association President: AnnMarie Matava
SLT Chairperson: Cammie Lin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston St.
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: (347) 225 - 5119 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St.
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: (718) 935 - 3954 Fax: (718) 935 - 2382

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Anna Allanbrook	*Principal or Designee	
Regina Gori	*UFT Chapter Leader or Designee	
AnnMarie Matava	*PA/PTA President or Designated Co-President	
Amy Sumner	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Malika Willis	Member/ Teacher	
Diane Castelucci	Member/ Teacher	
Yolanda Holland	Member/ Teacher	
Jennifer Fleming	Member/ Teacher	
Elizabeth Elsass	Member/ Parent	
Courtney Vagliardo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Benita Miller	Member/ Parent	
Takiema Bunche Smith	Member/ Parent	
Janice Bloom	Member/ Parent	
Cammie Lin	Member/ Parent	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

THE BROOKLYN NEW SCHOOL (BNS) has a current enrollment of 654 children. BNS was founded in 1987 by parents and teachers who wanted to create a school with a racial, ethnic and economic balance, where children engaged in active learning, where children of different skill levels work together, and where parents are involved in their child's education.

BNS is committed to academic and personal success for all students. We believe that children are creators of meaning in their own lives. They are naturally thoughtful and curious, and they work to gain understanding of the world they inhabit. When the adults who care for children foster this effort, children become life-long learners.

BNS students master concepts as active thinkers and doers. Math, science, social studies, art and music are integrated in hands-on exploration. Children study the city, the environment, history and culture. They learn to ask questions, use tools to measure, make estimates and draw conclusions about what they see and feel. Children learn their ties to other people, to the past and to the future. They become stronger readers and writers by using reading and writing as tools to carry out their investigations.

Our inquiry based curriculum enables students to problem solve and to effect change. They apply knowledge gained in school to real life situations. Students develop projects with teachers in and outside of the classroom.

We are committed to education which stresses cooperation rather than competition. Classes are not tracked and there is no gifted program.

We have almost 30 percent special education students who are taught in integrated co-teaching classes and one self-contained special education class. An IEP coordinator, SETSS teacher, speech and language teachers, occupational therapists, physical therapist and guidance professionals are available to meet special learning and social needs.

BNS families are crucial in their children's education. To inform this partnership, our teachers write descriptive progress reports and every family is scheduled for at least two half-hour conferences each year with their child's teacher. Teachers and families also communicate regularly through notes and letters sent via the student's folder.

Families are seen as unique resources for the entire school and are welcome in every classroom. Participation is encouraged, whether it involves coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity, volunteering for our Parent Tutor program, or a contribution focused around an annual event such as June Share.

BNS is pleased to have a partnership with Brooklyn Arts Exchange, which provides creative dramatics and movement to all classes. Music is taught to all students.

BNS practices reflect training from Bank Street's Emotionally Responsive Practice, The Morningside Center, and Responsive Classroom. Students learn and practice conflict resolution in peace education lessons. Older students serve as peer mediators. Student teachers come to train at BNS from many education programs, including Bank Street, Brooklyn College, LIU, Oberlin, Syracuse and NYU.

BNS shares its building with the Brooklyn School for Collaborative Studies, and together the two schools collaborate in many ways, including the sharing of a well-resourced library and media center.

Brooklyn New School maintains a well-equipped computer lab. Each classroom has an extensive library, and classroom computers are distributed throughout the school.

BNS is a PROSE school, and this year we focused on establishing a formalized culture of intervisitation between classrooms. Teachers reflected on their practice and refined their teaching tools through interdisciplinary conversations focused on student progress.

As a part of this work, 4th and 5th grade teachers developed a pilot system to document the products of Project-Based Learning, through performance based assessment. This allows teachers to support students' in their metacognitive thinking.

15K146 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	659	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.5%	% Attendance Rate	94.7%
% Free Lunch		21.2%	% Reduced Lunch	5.3%
% Limited English Proficient		3.6%	% Students with Disabilities	31.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	25.9%
% Hispanic or Latino		21.7%	% Asian or Native Hawaiian/Pacific Islander	7.1%
% White		41.1%	% Multi-Racial	3.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		14.75	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	5.75
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		57.9%	Mathematics Performance at levels 3 & 4	51.8%
Science Performance at levels 3 & 4 (4th Grade)		89.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

In a response to the use of citywide test scores and student progress on the ELA and math state assessments to determine school success, we have worked with our SLT to develop a way of assessing our work through a broader lens. To this end we will engage in a self-assessment in which teachers visit colleagues’ classes, conduct interviews, and look at student work while also developing a system for talking to children about their process. This process is meant to hold a mirror up to the school to develop and deepen a culture of inquiry and reflection by using an evidence-based approach to study teacher practice and student work. This is directly tied to the school’s learning goals and to plans and strategies to meet those goals.

We know that instruction improves when teachers work together to plan curriculum and reflect on student performance. For years, we have prided ourselves on our grade level collaboration. In fact, schools throughout the district (and previously the network) have come to BNS to observe our practice in this area. Next year, we will push ourselves to collaborate vertically, cross-grade. We will also work with our SLT to share student assessment data with families in comprehensive ways. We aim for all teachers, regardless of grade taught, engage in the process of documenting student learning as part of our 3rd, 4th and 5th grade pilot.

Many years ago, our math coordinator, in collaboration with other math specialists within our network, developed a continuum to indicate benchmarks for understanding and mastery of math skills and strategies. Teachers administered formal and informal assessments and entered data on the continuum to monitor each student’s mathematical development. We are able to use this data to inform student instruction and be able to target students and specific concepts for remediation or enrichment at the onset of each school year.

We have since developed a school reading and writing continuum aligned with grade level benchmarks for understanding and mastery of literacy skills and strategies would foster early identification of students who need additional support to make progress. Our pilot system will build upon these benchmarks through performance assessments that are measured by rubrics aligned with the Common Core.

Our expanded early childhood intervention program in literacy and math for Kindergarten and Grade 1 students has proven quite successful. This year, we will expand these efforts to standardize assessment practices in early childhood education, through grade two.

Our most recent Quality Review found our practice to be well-developed in each of these areas:

- Instructional Core: 1.1, 1.2, 2.2
- School Culture: 3.4
- Systems for Improvement: 4.2

and therefore, this portion outlines our next steps.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

All third, fourth and fifth grade students will participate in one session of Performance-Based Assessment conversations per year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will create rubrics in alignment with the Common Core Standards.	All students in grades 3 -5	September 2015 – February 2016	PROSE Committee, 3 rd through 5 th grade teachers
The PROSE committee will collaborate with parents to create parent-friendly documents to share student assessment data with families. Select parents will observe the assessment process	All parents of students in grades 3 - 5	November 2015 – March 2016; February 2016 – May 2016	PROSE Committee, 3 rd through 5 th grade teachers
Teachers and parents and students engage in the performance-based assessment work.	All students in grades 3 -5	February 2016 – May 2016	PROSE Committee, all teachers
Assessment data is shared with families in the form of rubrics and accompanying explanatory documents.	All parents of students in grades 3 - 5	May – June 2016	PROSE Committee, 3 rd through 5 th grade teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PROSE funds?, Tax Levy dollars, and PTA funds

PROSE scheduling flexibilities to allow us to do this work

All teachers in the school will participate in some way

The PROSE Committee will meet on a bi-weekly basis to organize achievement of this goal

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

After the first round of assessments, the PROSE committee will solicit specific feedback about the process and the functionality of the rubrics before beginning the next phase (grade level) of assessment work.

Benchmark: By March 2016, at least one grade level cycle of performance-based assessment will be completed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In 2014-2015, staff and parent groups began an ongoing initiative to develop common language and to support teacher practice around issues of diversity, race and racism. We began bringing in outside facilitators to establish spaces for staff and families to explore their own experiences around these topics and the experiences that their children have shared. It is essential to continue this work next year.

The community at the Brooklyn New School is a diverse one. Children are coming from very different neighborhoods, given that our school is not zoned to a single district. Their experiences vary, and we believe that it is essential that all of their voices are heard.

The diversity initiative insures that all teachers are culturally sensitive to the different ways in which our children experience school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will spend at least 6 hours of professional development time devoted to deepening their understanding of:

- . how to engage in dialogue with children about racism
- i. how to be responsive to inquiry from children around topics of race
- ii. how to facilitate conversations with children about race and racism

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue communication with agencies and organizations to schedule additional Professional Development sessions for teachers.</p>	<p>All staff members</p>	<p>ongoing</p>	<p>The staff diversity committee</p>
<p>At least 3 Monday PD sessions will be scheduled for diversity, race and racism work.</p>	<p>All staff members</p>	<p>ongoing</p>	<p>The staff diversity committee</p>
<p>The staff diversity committee will meet on a monthly basis to schedule, reflect upon, and further this work.</p>	<p>The staff diversity committee</p>	<p>Once per month</p>	<p>The staff diversity committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>PTA funds to hire outside facilitators (PD budget line)</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The winter months will be used for inter-committee reflection (parent and staff diversity committees) about the workshop in the fall and the feedback from the community about the diversity continuum.</p>
<p>Benchmark: A staff diversity meeting will take place in the Fall of 2015.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a PROSE school in the 2014-2015 school year, each classroom teacher was provided with coverage for one day of intervisitations. Each grade level team developed a goal to enhance their practice and improve student growth at the beginning of the year, with support and feedback from our administration. Each grade level team had a specific goal that it was addressing. Intervisitation work allowed teachers the opportunity to see how their grade-level colleagues were working towards this goal in their own classrooms.

The overall collegiality and inter-classroom community that was built through this experience is immeasurable. The feedback shared with the PROSE committee about this work cited new teaching practices (such as reciprocal reading) being shared across classes, new teaching models (such as a grand conversation) being introduced and children being supported to take risks (such as dramatizing their emotions to enhance their writing skills).

Feedback also indicated the necessity of increasing cross-grade collaboration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Each classroom teacher will participate in two rounds of full-day intervisitation work, one at the grade level and one that is cross-grade.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will identify a grade-level goal and a personal goal for the school year. The personal goal will allow teachers to be grouped cross-grade for intervisitation and feedback.	All teachers	September 2015	All teachers
Grade level intervisitation days will be scheduled.	All teachers	Fall 2015	PROSE committee
Cross-grade intervisitation days will be scheduled.	All teachers	Spring 2016	PROSE committee
A feedback session for the whole staff will take place.	All teachers	June 2016	All teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Prose funds?, Tax Levy funds											
The PROSE committee will meet bi-weekly to schedule intervisitations and the final reflection session.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
All teachers will have two goals identified by the end of September 2015.
Benchmark: Grade level intervisitations will be completed by February 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Brooklyn New School has a team of support service providers that work closely with classroom teachers to deliver social-emotional and academic support to students. The team includes our School Psychologist, Social Worker, Guidance team, Speech and Language Therapy team, and Occupational Therapy team including a Physical Therapist.

Busy schedules and many demands have made it difficult for these teams to meet with classroom teachers with regularity. Both service providers and classroom teachers have given feedback to administration in hopes of more structures for supporting communication. We feel it is important to reflect on the process, and work as a staff to share ideas and give teachers feedback in a productive way. Student progress will be better supported if all of the members of their providers and teachers meet to discuss their goals on a regular basis.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Each classroom support team will meet at least once per 20 week semester, for a minimum of 2 meetings during the school year. These meetings will be in addition to all IEP meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>One meeting is scheduled for each classroom teacher for each Tuesday of the year, during the period before dismissal, coupled with teacher work time during the extended hours. (Teams will therefore meet about all of the children in that classroom who receive services for 90 minutes.)</p>	<p>Classroom teachers and service providers</p>	<p>Scheduling: September 2015, Meetings: September 2015 through February 2016</p>	<p>IEP Coordinator and Administration</p>
<p>The administration will meet with service providers and classroom teacher representatives to assess the effectiveness of this model after each team has met once.</p>	<p>Administration, Classroom teachers and service providers</p>	<p>February 2016</p>	<p>IEP Coordinator and Administration</p>
<p>A second meeting is scheduled for each classroom teacher for each Tuesday of the year, during the period before dismissal, coupled with teacher work time during the extended hours. (Teams will therefore meet about all of the children in that classroom who receive services for 90 minutes.)</p>	<p>Classroom teachers and service providers</p>	<p>Scheduling: February 2016, Meetings: February 2016 through June 2016</p>	<p>IEP Coordinator and Administration</p>
<p>The administration will meet with service providers and classroom teacher representatives to assess the effectiveness of this model after each team has met twice.</p>	<p>Administration, Classroom teachers and service providers</p>	<p>June 2016</p>	<p>IEP Coordinator and Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Tax levy dollars</p>										
<p>Scheduling changes will be managed by administration and the IEP coordinator</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Benchmark: All teams will meet at least once by February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

This year, a Parent Diversity Committee was formed, in complement to the Staff Diversity Committee. This parent-led committee organized several events that took place during school hours and in the evenings for families and teachers to gather and develop a safe space for conversations and challenging work around diversity, race and racism. Many issues came up during this initial year, including communication difficulties and scheduling troubles, but the essential work of this project was found by all to be necessary and it must continue.

Additionally, we are now very aware that we must work together to better communicate the work we are doing in our classrooms around diversity, race and racism with families. We must compile a document that shares this work with families, so that we can seek their input and guidance from their own areas of expertise. Our community is rich with resources, many yet untapped.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 school year, staff members will compile a Diversity Curriculum Continuum, which will document current practice, point to trends across grades, and highlight missing components which will later be introduced as the document grows. This Continuum will be distributed to parents, creating a feedback loop.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The staff will put together a continuum of all of the grades' current classroom work related to diversity, race and racism.</p>	<p>All teachers in all grades and out-of-classroom teachers</p>	<p>Fall 2015</p>	<p>The staff diversity committee and all teachers in the building</p>
<p>The continuum will be shared with parents to include them in this ongoing work.</p>	<p>All parents in all grades</p>	<p>Ongoing 2015-2016 school year</p>	<p>The staff diversity committee and the parent diversity committee</p>
<p>Feedback conversations with families will allow the continuum to grow and better document the work we are doing, and the work we must begin to do.</p>	<p>All parents in all grades</p>	<p>Ongoing 2015-2016 school year</p>	<p>The staff diversity committee and the parent diversity committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy dollars</p>											
<p>PTA funds for the Diversity Committee</p>											
<p>Scheduling changes to support meetings between committees</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Benchmark: The continuum will be distributed to families before January 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Benchmarks, teacher assessment, fluency screening	Remedial Rdg, Great Leaps, Fluency Work, Writing Support, Word Work, SIPPS, Wilson	Small group, one-to-one, push-in	During the school day
Mathematics	Benchmarks, teacher assessment, math test	Do the Math, MIC, TERC	Small group, one-to-one, push-in	During the school day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher/parent recommendation	Healthy body image, friendship, bullying, individual counseling	Small group, one-to-one, push-in	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 section where the response can be found [for example, Section 5A-Part 4].
- 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	X	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 activities and strategies for high quality professional development for teachers, principals, 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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, School Quality 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

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Anna Allanbrook	Assistant Principal Regina Godfrey
Coach Shirley Soohoo	Coach Barbara Taragan
ENL (English as a New Language)/Bilingual Teacher Michele Rayvid	School Counselor Dalisa Gomez-Brown
Teacher/Subject Area Diane Castelucci/SETSS	Parent Suzanne Dahlhaus
Teacher/Subject Area Rebecca Eaton/AIS	Parent Coordinator Amy Sumner
Related-Service Provider Katherine Anderson/OT	Borough Field Support Center Staff Member
Superintendent Anita Skop	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	632	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	12	0	6	5	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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			2	1	2	1								0
Chinese		1	1	1	1	1								0
Russian		1												0
Bengali														0
Urdu														0
Arabic				1										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other German		2	2											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1			1	1									0
Emerging (Low Intermediate)	1													0
Transitioning (High Intermediate)					1									0
Expanding (Advanced)	1		1	3	1	3								0
Commanding (Proficient)			3											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1	4	3	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	0		0		0		0		0
5	0		0		0		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					2		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The Brooklyn New School uses the ECLAS-2 and Fountas and Pinnell systems to assess the early literacy skills of our ELLs. The information obtained from these assessments is used as a valuable tool for collecting and recording data about a child's oral reading and comprehension. Our data has revealed that students who have a strong base in their native language are much more successful academically in English than those who struggle in their native language. Furthermore, we see that most of our ELLs have come to us with functional language in English, but lack conceptual skills in their native language. This presents significant challenges, as the linguistic abilities of our ELLs do not often match the demands of the classroom. We have observed that our ELLs in the early grades do well with concrete language and the use of visuals in the classroom, and that the greatest indicators of successful learning are the concepts that they bring to their new language. Yet, as the demands of the curriculum increase, beginning in fourth grade, our ELLs often struggle with the abstract academic language used in the classroom. Review of our 2015 data has indicated the need to further support our ELL students in literacy, especially around non-fiction. This data has allowed the school community to design specific intervention services to further support our ELLs and drive our school's instructional plans. Assessment results reinforce the need to emphasize academic language for our ELLs in the upper grades as well as reinforce the need for our ELLs to develop a toolbox of strategies for reading comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across proficiency levels on the NYSITELL and NYSESLAT reveal that our ELLs in 1st and 2nd grade attain English proficiency very quickly. Our 3rd, 4th and 5th grade ELLs often reach proficiency in listening and speaking, yet struggle to improve their reading and writing skills. This is particularly true for our growing number of 3rd, 4th and 5th grade ELL-SWDs. The NYSITELL results revealed that four students were eligible for ELL services. These results included two emerging and two expanding level ENL students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Data from the AMAOs affected instructional decisions, as BNS teachers were able to set clear goals for language and literacy learning and plan specific lessons across many instructional contexts based on the NYSESLAT levels of their students. Our classroom

teachers are extremely knowledgeable about the performance of each of their ELLs and understand that every lesson taught is, indeed, a language lesson for ELLs in their classroom. Hence, each lesson plan that our teachers write contain clear language goals as well as content goals. Furthermore, our teachers continue to put an emphasis on the teaching of reading and writing in order to help our ELLs meet the Common Core Learning Standards. Teachers devote a great deal of time to interactive read-aloud and literature discussions, as well as hands-on-experiences, giving ELL students rich opportunities to examine ideas and thinking about narrative, expository and poetic texts. All our classroom teachers differentiate instruction for ELLs. The AMAO and NYSESLAT have affected our decisions and our grouping, as we are better able to make instructional decisions and ultimately plan appropriate language intervention strategies. Teachers are able to set goals for language and literacy learning.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

More than 90% of BNS students opted out of New York State exams in 2015. Because all 9 ELLs in testing grades opted out of these exams, it is inappropriate to analyze data from the NYS ELA and NYS Math Tests. However, our ELLs performed well on the 2015 NYSESLAT. More than half of our 1st grade ELLs achieved proficiency on the Spring 2015 NYSESLAT. Our 2nd grade ELLs made significant growth and our two 4th grade ELLs made progress on the reading subtest of their NYSESLAT as compared to the previous year. Our 5th grade ELL has speech and language disabilities that challenge his academic growth, yet despite these obstacles, he has shown slow consistent growth in his self-contained classroom. He scored high on the speaking section of the NYSESLAT, yet struggled on the other sections of the exams. His classroom teacher provides differentiated instruction and he receives Speech and Language support, focusing on written expression. Because our school utilizes DYO assessments, we are able to align instruction with both formative and summative assessments. These periodic assessments help inform our school's instructional plan by giving us valuable categories of information to place students in groups and to plan for individual, small group and whole class instruction. Based on the findings of periodic assessments, we have gleaned that our ELLs are particularly weak in reading comprehension and writing as well as multiplication and division strategies in 4th and 5th grade. To that end, we have stepped up the level of intervention of our ELLs in the early grades this year. We have hired several Academic Intervention teachers, including a Reading Specialist, to target language modalities indicated by assessment results, particularly weaknesses of our ELLs in the areas of reading and writing. Additionally, we have provided extra listening support for our Newcomers, including books on tape and computer software. We continue to target language development across the grades and in the content areas. In the area of math, we have hired a math coach and have recruited parent volunteers to work with small groups of ELLs and former ELLs on multiplication and division strategies. Because we believe that one of the most significant components of successful teaching and learning for our ELLs is established through instructional collaboration, our ENL teacher and our classroom teachers meet regularly to discuss instructional planning and student progress. Our curriculum, which focuses on the importance of culture and learning from one another, provides innumerable opportunities for home language expression and instances for students to be experts and leaders when describing their own cultural experiences.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

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

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

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

7. For dual language programs, answer the following:

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ESL program based on a variety of factors, which include, but are not limited to class work, project work, ongoing assessments such as running records, NYS tests and parental and student input. Our ELLs continue to make substantial gains on the NYSESLAT, greatly exceeding NYS passing rates. In spring, 2015, 3 out of our 22 ELLs passed the NYSESLAT, achieving proficiency in listening, speaking reading and writing ("Commanding"). This 13% passing rate is quite impressive and reflects the excellence of our program. Although Brooklyn New School has an unusually small population of English language learners, we pride ourselves in the quality of our academically rigorous ENL program. Our ELLs continue to transition out of our program and meet the high standards set for all students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The steps that our school follows for the initial identification of possible English Language Learners begin at registration. When a new student registers at BNS, the Home Language Survey (HLIS) is administered by our NYS licensed ENL teacher, Michele Rayvid, as well as one of our trained bilingual pedagogues, Taura Ottey, Mary Ann Laborda and Shirley Soo Hoo. Our team of bilingual teachers (which includes our licensed ENL teacher) conducts the informal oral interview in English and in the home language of the family during the intake process. Our ENL teacher reviews the HLIS to determine if the student is a potential ELL. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as "other than English is spoken at home," from questions five to eight, the child is a potential ELL. At this point, the ENL teacher administers the NYSITELL within the first ten days of school. Entitled Spanish speakers are also administered the Spanish LAB by Spanish teacher, Taura Ottey or Mary Ann Laborda. Our ENL teacher, Michele Rayvid, administers nearly all of our formal assessments, the NYSITELL at the beginning of the year and the NYSESLAT to all our eligible ELLs each spring. Results of the latter exam determine whether or not the student continues to qualify for ELL services.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE students are identified within 30 days of enrollment by our initial parent interview, our HLIS questionnaire, an additional SIFE questionnaire, as well as student work. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, our ENL teacher administers the Literacy Evaluation for Newcomer SIFE (LENS).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The identification for newly enrolled students with IEPs is a detailed process based on the determination of our Language Proficiency Team. Our LPT is comprised of Assistant Principal, Regina Godfrey, New York State licensed ENL teacher, Michele Rayvid, our IEP Coordinator, Regina Gori, and the student's parent or guardian. The appendix of EPRG for SIFE identification is looked at by this team at the start of the school year. A qualified interpreter or translator is always present at each LPT meeting. The timeline to accept or reject LPT recommendations is limited to 20 days. The LPT determines whether the student should take the NYSITELL based on many factors including the student's history of language, results of the individual evaluation in the student's home language and information provided by the Committee on Special Education whether the student's disability is the determining factor affecting whether the student can demonstrate English proficiency. Based on the many pieces of evidence, the LPT makes a decision as to whether the student may have second language acquisition needs or whether the student's disability is the primary factor affecting demonstration of English proficiency. If services are determined to be necessary, the student will begin receiving support services immediately following the determination of the LPT team.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
BNS ensures that entitlement and non-entitlement parent notifications are distributed within five school days after the NYSITELL is scanned by our Testing Coordinator, Beth Foresta, and the score is determined. These notifications, produced in the parents' home language, are sent home in student backpacks. Additionally, our Parent Coordinator contacts parents and guardians by phone and/or email to inform them of student entitlement/non entitlement.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Our ENL teacher and our Parent Coordinator manage re-identification of ELL status for those few students who have previously undergone the ELL Identification Process. A translated letter is sent home to parents informing them of the new re-identification process in the home language spoken by the family. This letter informs parents that they have the right to appeal ELL status within 45 days of enrollment. Copies of these letters are kept in the file system in the main office (student record folders).

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of newly enrolled students at BNS are involved in all aspects of decisions affecting their child's education. Once a student has been identified as an English language learner, parents are notified in writing within 10 days of the child's entitlement and invited to attend an orientation, conducted by our Parent Coordinator with the assistance of our ENL teachers. During the orientation, parents are provided information on standards, curriculum and assessments. Parents also view the Parent Orientation video in their preferred language as well as receive translated materials about the three program options - Transitional Bilingual Education (TBE), Dual Language and Freestanding English as a Second Language. Parents are provided with a list of schools in the district with bilingual programs. Families are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Program. Parents are given the opportunity to ask questions and speak to our bilingual staff. At the end of the orientation, our school provides parents with a Parent Survey & Program Selection Form in the parents' preferred language and parents indicate their program choice for their child.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the end of the mandated parent orientation, Michele Rayvid and Amy Brown (our ENL teachers) in collaboration with Amy Sumner (Parent Coordinator) collect the Parent Survey and Parent Selection Form in the parents' preferred language, indicating the program that the parent is requesting for his child. The Parent Coordinator reaches out to families by phone and email to ensure all forms are returned within 5 school calendar days and properly stored in the main office file cabinet. She documents and includes attempts to gather this initial parent selection preference form. If a form is not returned within 5 school calendar days, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Within ten days of enrollment, ELLs are placed in the appropriate program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our Parent Coordinator, Amy Sumner, keeps detailed records of all Parent Survey and Program Selection forms, which are distributed in the parents' preferred language. She reaches out to families by phone and email to ensure that all forms are returned within 5 school calendar days. These records are stored in the child's record folder in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters in parents' preferred language are distributed via student backpacks. Our Parent Coordinator also reaches out to families by phone and email.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school maintains an ELL Folder of Critical Documents in the main office in individual folders for each child. This folder includes the Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement/Non Entitlement Letter, Continued Entitlement Letter as well as anecdotal notes for each English language learner. Parents, teachers and administrators all have access to these documents upon request.

11. 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.

After identifying the eligible ELLs through the RLER and RLAT reports on ATS, our NYS licensed ENL teacher, Michele Rayvid, and our Test Coordinator, Beth Foresta, work together to plan the NYSELAT testing schedule and distribution of parental letters to inform families of this upcoming assessment. Teachers who administer and score the speaking and writing sections of the NYSELAT attend a training sessions held by our Network. Our ELLs are tested on four separate days in separate grade levels. On the first day, the speaking assessment is administered by our Testing Coordinator and trained ELA staff. On the 2nd testing day, the listening section of the NYSELAT is administered. On the 3rd day of testing, the reading section of the NYSELAT is administered. On the 4th day, the writing section of the NYSELAT is administered. All make-ups are completed within the mandated time frame.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our ENL teacher and our Parent Coordinator work together to ensure that continued entitlement and transitional parent notification letters are distributed to parents of students who continue to be entitled to ELL services based on NYSELAT results. Letters are sent to parents in their preferred language at the beginning of the school year, before September 15th.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on parent choice letters and rejection of transfer to bilingual programs by parents of ELLs, BNS offers a Freestanding ENL program with 100% of instruction in English. This has been the trend in program choice for the past few years. This program model is aligned with parental requests. In the past two academic years, 100% of ELL parents have requested Freestanding ENL for their children. We will build alignment between parent choice and program offerings by continuing to self monitor in order to honor parental requests. The trends in parent requests will be carefully considered in all future planning.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

ELL instruction in our freestanding English as a New Language program at BNS is organized through both integrated and standalone ENL in grades K through 5 as per CR Part 154.2. Whenever possible, ELL students are heterogeneously placed in one class on a grade so that our ENL teacher can provide integrated ENL instruction along with the Common Branch teacher to support academic language learning for our ELLs. If there are ELLs needing an Integrated Collaborative Team Teaching or a 12:1 class, we also try to program the ELLs together so that our ENL teacher can support these students in an Integrated ENL model as well as provide the mandated hours of standalone ENL. Because our ELL population is so small, we are able to arrange schedules so that ELLs are serviced within their classroom as well as in the ENL room.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our close attention to ELL scheduling and our limited number of ELLs allows us to meet the linguistic needs of all our ELLs and ensure that all our ELLs receive the mandated units of study as per CR Part 154-2. Our entering and emerging ELLs receive 180 minutes of standalone ENL per week and 180 minutes of integrated ENL/ELA instruction. Our transitioning ELLs receive 90 minutes of standalone ENL per week and 90 minutes of integrated ENL/ELA per week. Our expanding ELLs receive 180 minutes of integrated ENL/ELA instruction per week and our commanding ELLs receive 90 minutes of integrated ENL/ELA instruction per week for two years after they achieve commanding status. Because our ELL population is so small, the number of instructional minutes our ELLs are receiving is easily monitored by both our Parent Coordinator and our administration. Students are picked up from their classroom and brought into the classrooms with their peers to receive integrated ENL services.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction at BNS is delivered in English. Math, science, social studies, art and music are integrated with hands-on exploration. Children see the city, the environment, history and culture. They make conclusions about what they see and feel. Children learn their ties to other people, the past and to the future. They become stronger readers and writers by using reading and writing as tools to carry out investigations. Our inquiry based curriculum enables students to problem solve and to effect change. Children apply knowledge gained with teachers in and outside of the classroom. Instruction is experiential and hands-on with a standards-based curriculum that also focuses on children's individual needs and interests. Instruction in our early grades makes use of concrete materials and manipulatives that make meaning easy. BNS has implemented an ENL program that ensures continuity of instruction and language development as well as academic rigor. Our ELLs participate in a rigorous instructional program that is aligned with the Common Core Learning Standards. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our New York State certified ENL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELLs. Our Balanced Literacy approach follows the workshop model of Teachers College and our teachers provide scaffolds to enable our ELLs to process new information. This rigorous standards-based instruction that meets the demands of the Common Core Learning Standards utilizes a variety of materials that integrate listening, speaking,

reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual picture dictionaries with accompanying workbooks, Words Their Way Word Study Notebooks, Jazz Chants for Children, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and music CDs. To support use of the native language, our classrooms libraries contain many culturally relevant bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Furthermore, all our ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy in content areas. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. We believe that when ELLs are given appropriate rigorous instruction, school experiences, academic intervention and high expectations, they can achieve at the same levels as their peers.

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

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

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

Because we have such a small ELL population, it is easy to appropriately evaluate our students in all four modalities of English acquisition and keep records of student progress. Ongoing assessments in speaking, listening, reading and writing take place throughout the year within the classroom and stand-alone ENL breakout groups. Assessments include oral interviews, story or text retelling, writing samples, projects and exhibitions such as our grade level museum presentations, and teacher observations. Our ENL teacher keeps detailed charts and records of these informal assessments, including anecdotal notes.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Within 6 to 12 months after the re-identifications has been established, our principal Anna Allanbrook reviews the re-identification process decision with qualified staff members as well as the LAP team to ensure that the student's academic

progress has not been adversely affected by the determinator. If the principal, based on the recommendations of qualified staff and consultation with the parent or guardian, believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student and may appeal the determination within this same 6 to 12 month period pending consultation with the superintendent. Parents who wish to appeal can do so in writing in their preferred language.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials that provide access to academic content areas and accelerate English language learning. Our method of instruction is a combination of TPR, CALLA and The Natural Approach. Our ESL teacher works with our staff to support scaffolding classroom learning and differentiated instruction for our ELL-SWDs. Our IEP coordinator oversees that mandated services are delivered as per CR Part 154-2. Our Balanced Literacy approach follows the workshop model of Teachers College and our teachers provide scaffolds to enable our ELLs to process new information. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. These materials are aligned to our school curriculum and reflect the native language of our English language learners. Included in these materials are colorful photo libraries, bilingual picture dictionaries with accompanying workbooks, Words Their Way Word Study Notebooks, Jazz Chants for Children, Scott Foresman Newcomer books, Hampton-Brown Avenues Level A-D, Benchmark English Explorers social studies and science books, as well as our comprehensive classroom libraries and music CDs. To support use of the native language, our classrooms libraries contain many bilingual picture and chapter books, bilingual non-fiction science and social studies books and bilingual picture dictionaries. The native language is used in the classroom to support high challenging content area instruction. Moreover, all our ELL-SWDs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition – are evident in all our classrooms. Each classroom from grade 2 through 5 includes a SMARTBoard, as well as shared personal computers and word processors (AlphaSMART keyboards and Chromebook computers), which allow our ELL students to explore academic language through the use of technology.

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. In fact, one of our school's greatest accomplishments over the last few years has been the establishment of a school-wide Collaborative Team Teaching Program. We began with one third grade ICT class several years ago, and slowly expanded the program so that there is now there is at least one ICT class on each grade. Students who need more continuous support than they receive in SETSS but who do not require the intensive support of a smaller 12:1 classroom, now have an appropriate supportive classroom placement in our school. With eleven ICT classes, one 12:1 class, and numerous general education students receiving SETSS, speech/language support or occupational therapy support, we now have a larger number of ELL-SWDs. This year, more than half of our ELLs have their own Individual Educational Plans, reflecting their individual needs and goals. Our plan for these students has been a collaboration between the ENL teacher, the classroom teachers and the IEP teacher to ensure that all our ELL-SWDs are serviced as per their IEP and are receiving proper accommodations and modifications. Children are learning amongst their non-disabled peers as often as possible, to meet their individual needs. Because the ICT model is proven to be successful in meeting needs of ELL-SWDs, this placement recommendation is carefully considered by the IEP team which includes our ENL teachers before placement is determined.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

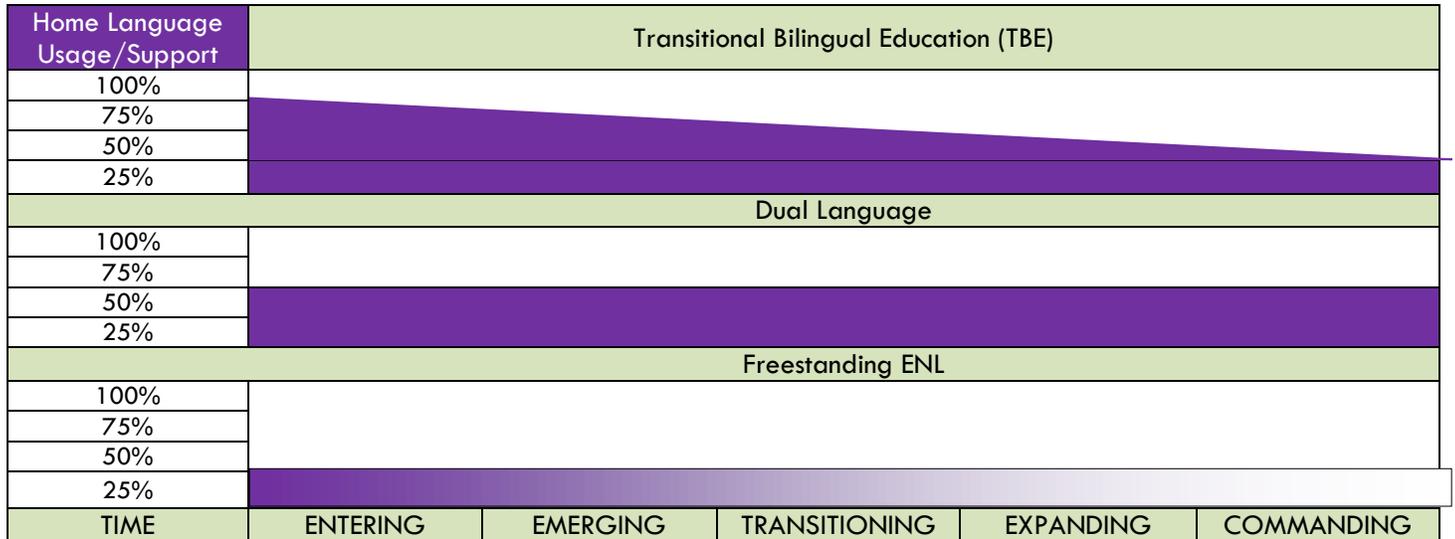


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
BNS has comprehensive Academic Intervention for all students in need, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year and our ELLs are afforded equal access to these services, offered in the English language. All our supplemental programs for ELLs are embedded within the scheduled day, which begins at 8:10 AM and ends at 2:30 PM. Our extensive AIS program offers Reading Room, Reading Recovery, Great Leaps, Wilson Reading, Foundations and 1:1 tutoring to ELLs in grades one to five with a reading intervention specialist. Our ELLs are invited to participate in this program through the use of translated letters and permission slips to parents. Additionally, teachers offer reading comprehension, phonemic awareness, Wilson Reading and content area reading during the school day. In the area of mathematics, BNS offers At-Risk-Math and Great Leaps Math to our ELLs. Furthermore, teachers, volunteers, our Math Staff Developer and our Math Coach offer support in English to small groups of students, including ELLs. Social Studies content is pre-taught and re-taught in ELL sessions using picture-rich text and visuals to support content-area learning for our ELL students. Science times, led by our science coach, are often times for our integrated ENL programming to provide targeted intervention supports within the classroom context. Native language is always used when possible.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is very effective. Our ELLs continue to make substantial gains on the NYSESLAT, greatly exceeding New York State passing rates. In Spring, 2015, 13% of our ELLs achieved proficiency in speaking, listening, reading and writing. Furthermore, our ELLs quickly transition out of our ESL program. In fact, this year, more than 75% of our ELLs are Newcomers. Moreover, BNS has no long term ELLs. Math, Science and ELA content and language development are at the forefront of teachers' conversations and planning meetings, and our teachers are sure to make both content and language goals for each lesson they teach. All ELL information is personally shared by our ENL teachers during September meetings with classroom teachers. During these meetings, integrated and standalone ENL service schedules are established. Data is reviewed on an ongoing basis, with particular frequency during parent teacher conference seasons.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we will expand our Academic Intervention Program by increasing our AIS staff and extending the program to serve many more students, including ELLs. Additionally, conversational English classes for ELL parents are being considered for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
There are no programs or services for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. Translated letters are sent home to invite them. Furthermore, ELL-SWDs are integrated into the regular ENL classroom and have equal access to ENL with the regular education ELL population. Our extensive academic intervention program in reading and math is available to all ELLs. Additionally, our after-school program is also available to BNS students, including ELLs. A range of workshops and activities is offered in this program including basketball, jewelry making, cooking, dance, hip-hop, chess, soccer, photography, music, reading and math. Moreover, Jugamos a Cantar, a popular after-school class acts as support to our Spanish classes, taken by all BNS students. At Jugamos a Cantar, students learn through Spanish song, rhymes and games.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
There are a variety of instruction materials, including technology, used to support ELLs that have already been mentioned. The materials used in our Freestanding ENL program are aligned to the Common Core Curriculum. This includes the use of high interest texts and primary sources. Materials also include native language sources and instructional technology to support both English and the native languages of our ELLs. Word work and grammar review are incorporated into the curriculum. To support learning, ENL libraries include leveled books in social studies and science and hands on materials and leveled books for math. Moreover, BNS maintains a state of the art computer lab with a Smartboard and updated computers. Computers are installed in nearly all of our classrooms and the majority of grade 2-5 classrooms house Smartboards. Our science program also uses a multisensory approach to learning which is extremely beneficial to our ELLs as well as other types of learners. Our math program encourages the use of a variety of manipulatives in order to solve problems.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Because educators at BNS recognize that a child's native language is a valuable asset to be fostered, we also offer native language support to our ELLs through our Spanish classes and through daily interactions with our large staff of bilingual teachers and paraprofessionals. Additionally, the Spanish language and Latino culture are important parts of the school-wide curriculum and we take pride in our yearly 4th grade musical which includes original Spanish songs and poetry.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services support and correspond to ELLs' ages and grade levels. In the early grades, for example, ELLs and ELL-SWDs participate in our Foundations Reading Program. In the later grades, ELLs receive Wilson Reading and Great Leaps. Analogously, in the early childhood years, ELLs are exposed to age appropriate literature and read-aloud. In later years, teachers introduce age appropriate chapter books and non-fiction.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Brooklyn New School offers ELLs and their families many opportunities to ease the transition into our school. During the month of May, incoming students and their families attend orientation, meet our staff and visit our classrooms. In addition, our New Families Picnic, held every June in Prospect Park, enables new students, including ELLs, another opportunity to meet our staff and get to know other children who will soon be attending school. During the summer, classroom teachers welcome all of their new students with an introductory letter. This letter is translated into the home language of our new students. Additionally, on the first day of school, BNS holds two parent orientations, one early in the morning and another later in the afternoon. To meet the needs of parents of ELLs, we provide oral interpretation and translation services at all our activities, with the assistance of our dual language staff members and volunteers from our active parent body and community. Throughout the year, new ELLs meet weekly with their reading partners from upper level classrooms and maintain relationships that foster community.

19. What language electives are offered to ELLs?

ELLs at our school are offered Spanish elective classes.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development, provided by school staff, is a high priority at Brooklyn New School. Our ENL Teacher has recently attended Differentiating Instruction for Language Development workshops at Bank Street College Graduate School of Education as well as a series of workshops at Teachers College. In the recent past, she has also attended Quality Teaching English Learners (QTEL) workshops, the Wilson Reading Program training and TC Calendar Days. As part of our continuing commitment to maintain and expand professional development, we place staff development concerning the needs of English language learners at the top of our agenda. At our weekly Monday afternoon staff meetings, we continue to offer ongoing study groups with a focus on both language goals and content goals for our ELLs in meeting the Common Core Curriculum Standards. During weekly planning times set aside for grade-level teams (two periods coupled with lunch once per week), student work is carefully examined, sorted, and assessed by teachers. ELL student work is carefully analyzed. Every Monday, our full staff comes together to discuss our CEP goals and our inquiry work for the year, as well as our progress. Our ELL students continue to come up in these discussions as we make instructional decisions for all of our learners in all content areas.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
To assist our ENL teacher in supporting ELLs as they engage in the Common Core Learning Standards, our ENL teacher attends the Bank Street Language Series as well as Teachers College Calendar Days. Furthermore, she attends monthly PD at our Network that revolves around the Common Core Learning Standards and ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our bilingual Guidance Counselor, Dalisa Gomez-Brown, provides staff with information about local middle schools that specifically service ELLs as they transition from elementary school to middle school. Dalisa attends workshops and has personally visited many middle schools in our district and nearby districts to provide personal experience and description in the home language of families to assist ELLs and their families as they transition from elementary to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our ENL Coordinator/Teacher, in collaboration with our staff members who speak Spanish, Cantonese, Mandarin, Italian and French, provides professional development that meets the 15% of total- hour -requirement for all teachers as per CP Part 154-2. This PD addresses second language acquisition, including scaffolding learning for ELLs, integrating content and language goals and differentiating instruction for our English language learners. Teachers College workshops are one example of the ways that our ENL teachers meet the 50% of total hours requirement. Our Principal keeps records for professional development activities, including agendas and attendance. Our administrators, subject area teachers, guidance counselor, related service providers, secretaries, paraprofessionals, parent coordinator and School Based Support Team attend this PD. As a community we examine our curriculum maps and units of study and design templates for integrating specific language structures, functions, scaffolds and vocabulary for our ELLs, as our staff understands that every content lesson for ELLs is, indeed, also a language lesson. Furthermore, our ENL teacher attends a monthly ELL Liaison Meetings which includes ELL-specific professional development.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Each year, in addition to initial parent orientations, parent-teacher conferences and grade level breakfasts, our ENL teacher meets individually with the parents or guardians of all English language learners. At this annual meeting, many topics are discussed including goals of the ENL program, language development process, language proficiency assessment results and language development needs in all content areas. Interpretation and translation is provided as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All ELL-related documents in the preferred language of families are kept in the student's cumulative record for annual individual meetings with ELL parents. Translation services are available when necessary. Our Parent Coordinator and our ENL teacher work together to reach out to families in person, by phone and email to ensure parent needs are accommodated.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. BNS families are crucial in their child's education. To inform this partnership, our teachers write descriptive progress reports and every family is scheduled for at least two twenty minute conferences each year with their child's teacher. Teachers and families also communicate regularly through notes and letters sent via the student's folder and email. Families are seen as unique resources for the entire school and are welcome in every classroom. Participation is encouraged, whether it be coming on a class trip, a weekly or monthly commitment to help with a particular classroom activity or a contribution focused around an annual event such as the Curriculum Share. Our welcoming school environment celebrates diversity and encourages parents of English language learners, as well, to become part of our school community by participating in informal morning breakfasts, writing celebrations, Parents-As-Partners classroom events, parent workshops and school trips. Displays of student work in the main entry of our building and outside all classrooms greet our ELL family members as they drop off and pick up their children. In addition, parents of ELLs are invited into our classrooms to share their culture, language and life experiences. Parents of English language learners are a valuable resource within the classroom and often assist BNS teachers with cooking, art projects and musical performances. As required by Part 154, we offer Parent Orientation Workshops led by our Parent Coordinator to parents of new ELLs in September and when necessary, throughout the school year. We also offer two other workshops, which address such topics as Homework and Study Skills and Understanding Your Child's Curriculum, to parents of ELLs during the school year. Translation is available as needed during these events. Topics of these workshops range from ELA/ENL Standards and Assessments to Promotional Policy. Our Parent Coordinator acts as a liaison between the school community and parents as they are integrated into our community, and as we learn what they can bring to it.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Brooklyn New School partners with several agencies and community based organizations that provide workshops and services to ELL parents. Our Guidance Counselor offers Bold Hope After School Family Group Counseling in collaboration with the Red Hook Initiative. The Red Hook Initiative also provides bilingual counseling to families of our English language learners. In addition, Heartshare provides grief counseling and family counseling. Good Shepard Services offer kinship care and grandparents share. Furthermore, we offer building space to local community service providers. Translation services are available.

5. How do you evaluate the needs of the parents?

Brooklyn New School evaluates the needs of the parents by involving them in decision making at every level, through the venues of the PTA and SLT. Parents fill out surveys which are provided in the preferred language when possible, or with translation services available. Our Parent Coordinator serves as a resource and liaison for our parent community. In addition, at our monthly grade level breakfasts, parents meet with our principal, assistant principal and parent coordinator to address parental needs. Parents also relay their concerns to teachers at our lengthy parent-teacher conferences which are held both in the fall and spring. Teachers share parental concerns with our administrators who determine ways to effectively address those needs.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities address the needs of the parents by providing BNS parents a space in our newly renovated Parent Room to meet other families to come together to support and influence school decisions. Our school is governed by a coalition of parents and staff. Our Parent Teacher Association and School Leadership Team meet monthly. These meetings are open to all members of the school community, including parents of ELLs. Our Parent Coordinator is a member of both of these committees, and she can act as a liaison to share information and ideas between the parent body and the staff. Translation services are available.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Brooklyn New School

School DBN: 15K146

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Allanbrook	Principal		10/30/15
Regina Godfrey	Assistant Principal		10/30/15
Amy Sumner	Parent Coordinator		10/30/15
Michele Rayvid/ENL	ENL/Bilingual Teacher		10/30/15
Suzanne Dahlhaus	Parent		10/30/15
Diane Castelucci/SETSS	Teacher/Subject Area		10/30/15
Rebecca Eaton/AIS	Teacher/Subject Area		10/30/15
Shirley Soo Hoo	Coach		10/30/15
Barbara Taragan	Coach		10/30/15
Dalisa Gomez-Brown	School Counselor		10/30/15
Anita Skop	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K146** School Name: **BNS**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- x Principal has designated a Language Access Coordinator (LAC) in Galaxy
- x The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- x The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In an effort to develop the necessary lines of communication with families who have limited or no English language, BNS has various structured mechanisms. When first entering the NYC DOE school system, our students' families complete a Home Language Survey (HLIS) in their native language. The survey identifies the language of the student and the home language of the family. Furthermore, our parent coordinator, Amy Sumner, sends the DOE Parents' Preferred Language Form to families who speak languages other than English. The data from these forms is put into ATS, added to our Student Emergency Cards and our Home Language Binder. Our Language Access Coordinator and Parent Coordinator ensures that all information to ELL families is translated into their preferred language. This allows us to create a report that is regularly updated, with the languages that parents speak, by class and grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Eight BNS families have returned Parents' Preferred Language Forms that indicate a preference to receive all school communications in Spanish. Two Cantonese speaking families have indicated a preference to receive written communication in Chinese. There are also Arabic speaking families.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Flyers and school letters are translated for our ten families. Written communication involving school related activities, Workshops, Parents as Learning Partners, Family Science Workshops, Literacy Workshops, PTA and School Leadership, Harvest Festival and Children's Extravaganza, is translated by staff personnel who speak Spanish, Arabic, and Chinese. Reports are also translated for these families by our dual language school staff. Furthermore, an effort is made to disseminate information in the appropriate language. Parents are informed and reminded that Wednesday mornings are parent times, with family invents, including grade level breakfasts, specialized meetings such as our recent middle school application and pressing school community concerns as they come up. Translation services are provided.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school provides oral interpretation services to our families who have requested oral interpretation on their Parent-Teacher Conference Forms. These services are provided by in-house school staff. Oral interpretation is available during parent conferences, parent breakfasts, and School Based Support Meetings. Additionally, we provide translation as needed during PTA meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our Language Access Coordinator and our Parent Coordinator work together to ensure timely provision of translated documents to families. All written translation services are provided in-house by school staff, when pre-existing documents do not require the services of the DOE Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our interpretation services are provided by in-house school staff. Occasionally, we utilize over-the-phone interpreters via the Translation and Interpretation Unit if necessary. A roster is available that lists our bilingual staff, who can be called upon to interpret as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At our weekly staff meetings, staff members are made aware of how to use translation services and over-the-phone interpretation service. Each staff member receives a T&I Brochure, a Language ID Guide and a Language Palm Card. All teachers receive a "Speak" card from our Parent Coordinator, Amy Sumner.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

BNS families have received a copy of "Parent Bill of Rights Guide to NYC Schools" in their preferred language as well as a Parents' Guide to Language Access in their preferred language. Furthermore, there is a Language ID Guide at our security desk. In our Main Office, which all staff speak, we have signage which describes the languages spoken by school staff and in which languages parents can have their children's education (all eight DOE languages). Lunch forms and health forms are provided in the home language of the student. Suspensions and other disciplinary measures as well as all Special Education conferences are conducted in the parent's language of choice. We have simultaneous translation into Spanish during our PTA meetings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our parents surveys, translated into Spanish, Arabic, and Chinese, help us gather feedback from parents on the quality and availability of services. Our Language Access Coordinator and our Parent Coordinator work together to ensure that all parental voices are heard. Wednesdays are a great opportunity for parents to share feedback on the quality and availability of services.