

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K168

School Name:

THE BROOKLYN SCHOOL FOR MATH AND RESEARCH

Principal:

PERRY RAINEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Brooklyn School for Math and Research School Number (DBN): 32K168
Grades Served: 9, 10, 11, 12
School Address: 400 Irving Avenue, Brooklyn, NY 11237
Phone Number: (718) 381-7100 Fax: (718) 381-9897
School Contact Person: Stacy Morrison Email Address: SMorrison7@schools.nyc.gov
Principal: Dr. Perry Rainey
UFT Chapter Leader: Gregg Foster
Parents' Association President: Bibi Meerza
SLT Chairperson: Bibi Meerza
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Jose Santiago
Rebecca Alexander

District Information

District: 32 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Room 504, Brooklyn, NY 11201
Superintendent's Email Address: DConyer@schools.nyc.gov
Phone Number: (718) 923-5124 Fax: (718) 923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Schools Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: (718) 935-5618 Fax: (718) 935-5941

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)
Dr. Perry Rainey	*Principal or Designee	
Suraiyah Abdul-Wahab	*UFT Chapter Leader or Designee	
Bibi Meerza	*PA/PTA President or Designated Co-President	
Carolyn Mathurin	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jose Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rebecca Alexander	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stacy Morrison	DC 37 Representative	
Patricia Carrington	Parent	
Revere Joyce	Parent	
Samantha Coles	Parent	
	Member/	
	Member/	
	Member/	

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

Approximately 12% of the school population is made up of English Language Learners (ELLs) of all levels and multiple home languages. These students are in need of ESL classes that facilitate the acquisition and mastery of the English language.

Approximately 15% of the school population is made up of students with disabilities (SWDs). The specific needs of this population are addressed on a case by case basis at the school with an Integrated Collaborative Teaching (ICT) model being the primary form of service for most of our students.

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

What the school does well

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

What the school needs to improve

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

After the hiring of a new ESL teacher and continuing to partner with CPET of Teachers College, B-SMaRt has shown qualitative growth in both areas in need of improvement. Students who are English Language Learners (ELLs) have self-

reported improved academic achievement in their core academic subjects and teacher reflection forms have evidenced the positive impact of CPET's professional development.

This school year, B-SMaRt looks to build efficiencies into its systems by implementing technology accelerators throughout the school community.

32K168 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	248	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	26
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	97.0%	% Attendance Rate			87.1%
% Free Lunch	84.7%	% Reduced Lunch			4.4%
% Limited English Proficient	12.3%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.5%	% Black or African American			52.2%
% Hispanic or Latino	41.4%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	2.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			2
# 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)			14.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			5.88
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	81.4%	Mathematics Performance at levels 3 & 4			67.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.2%	% of 2nd year students who earned 10+ credits			79.7%
% of 3rd year students who earned 10+ credits	47.5%	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			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 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	N/A	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			YES
Hispanic or Latino	YES	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	NO				
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	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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.

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

What the school does well

- Updated standards based common core aligned curriculum with multiple resources and supports promote the engagement of all students in learning experiences that result in high levels of achievement. (1.1)
- The strategic use of assessments by all teachers allow for ongoing adjustments to planning and instruction, ensuring that progress is made for all groups of students. (2.2)

What the school needs to improve

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

We reviewed assessment data for incoming 9th grade students and in consultation with the school’s guidance counselor, identified students in need of an intervention to address their reading deficits. Nearly 20% of incoming 9th grade students were Level 1 or low Level 2 readers as evidenced by their 7th grade NYS Reading scores. These deficits are addressed through our Read 180 comprehensive literacy program. Additionally, we closely monitor the progress of these students with the intention of getting them to read at grade level before they graduate from B-SMaRt.

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, Measurable, Achievable, Relevant, and Time-bound.

By May of 2016 at least 60% of all Level 1 or low Level 2 readers that are incoming 9th grade students (98) that are programmed for an English Language Arts class using the Read 180 curriculum will improve at least one grade level in reading as evidenced by their Lexile score with respect to their baseline score assessed in October of 2015.

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 Rigorous Instruction and the Common Core in order to support their children at home. 	<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>A licensed ELA/SPED teacher received professional development in facilitating the Read 180 program for a class of 15 to 20 ninth grade students.</p>	<p>Teacher</p>	<p>September 2015 – October 2015</p>	<p>Read 180 teacher & Scholastic</p>
<p>After a baseline assessment is administered in November, subsequent benchmark assessments will be administered in January and March of 2016 to evaluate the progress and effectiveness of the program. In May, student Lexile scores will be assessed again to determine the impact of the Read 180 program as well as determine the attainment of this particular goal</p>	<p>9th grade students two levels below their appropriate leading level.</p>	<p>November 2015 – May 2016</p>	<p>Read 180 teacher in consultation with the guidance counselor.</p>
<p>In addition to the Read 180 class, the subgroup of students identified in need of the intervention will be programmed for 480 minutes of core instruction in ELA and U.S. History or Global Studies.</p>	<p>9th grade students in Read 180</p>	<p>September 2015 – May 2016</p>	<p>Guidance Department</p>

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.

Implementation of the action plan will require:

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

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

X	Tax Levy	X	Title I 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.

February 2016 will serve as the mid-year benchmark to monitor if progress is being made toward obtaining our specified goal. At this marker a mid-year reading assessment will be administered to students using the Read180 Program to see if 60% of the students have improved their reading by at least half a grade level as evidenced by their Lexile score.

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.

A summary of the B-SMaRt’s strengths with regard to this framework as documented in the school’s most recent Quality Review are as follows:

What the school does well

- A highly supportive and mutually respectful learning environment results in high levels of student personal and academic growth. (1.4)
- The school’s commitment to effective and consistent communication to students, families and staff regarding expectations for learning ensure a cohesive roadmap to reach higher levels of achievement. (3.4)

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

Part 2 – Annual Goal

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.

By April 2016, at least 50% of all incoming 9th grade students will participate in at least one extra-curricular/co-curricular activity as measured by club and or program attendance sheets.

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

Part 3 – Action Plan

<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) 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><u>Academic Enrichment Programs</u></p> <p>Eligible students will be given an opportunity to participate in competitive pre-college programs. Partnering programs will include: CUNY Medgar Evers STEP, Brooklyn College Community Partnership (BCCP).</p>	<p>The top third of the student body that demonstrate academic excellence.</p>	<p>October 2015 – May 2016</p>	<p>School Counselors, Parent Coordinator</p>
<p><u>Involvement With Community Based Organizations :</u></p> <p>We will leverage our relationships with Community Based Organizations in an effort to get students involved in issues that shape their community . Activities carried out with CBO’s will also expose them to new realities beyond their own life situations. Community partnerships with Make the Road New York, help support student’s extracurricular interests as well as facilitate the Community School initiative at the Bushwick Campus.</p>	<p>Students who are interested in advocacy and building peer support networks.</p>	<p>October 2015 – May 2016</p>	<p>Grade Advisors, School Counselors, Parent Coordinator</p>
<p><u>PSAL Sport Teams:</u></p> <p>Eligible students will participate in campus wide PSAL sports teams including Basketball, Baseball, Volleyball, Soccer, etc.</p>	<p>Athletic students who want to expand their peer network beyond our school.</p>	<p>October 2015 – May 2016</p>	<p>Physical Education Teacher, PSAL Coaches, Grade Advisors, School Counselors, Parent Coordinator</p>
<p><u>Participation in Student Clubs :</u></p> <p>Students will have the opportunity to participate in clubs that interest them. Club activities will be promoted during Advisory in order to drive participation. On-site clubs will include but are not limited to Robotics, Student Council, Wellness Council, Peer Mediation and Swim Club. Students will also participate in afterschool campus clubs.</p>	<p>All students that are looking to develop new interests or share their current interests with others.</p>	<p>October 2015 – May 2016</p>	<p>Club Coordinators, Grade Advisors, School Counselors, Parent Coordinator</p>

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.											
Human Resources – Awareness and buy-in of all identified school stake holders to help student awareness of opportunities and encourage participation in activities. In addition, we need the entire school community to inform the Counseling and Parent Coordinator departments of potential student opportunities in the school, community and outside agencies.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.
February 2016 will serve as the mid-year benchmark to monitor if progress is being made toward obtaining our specified goal. At this marker, we will survey student involvement in order to determine what additional action steps will need to be taken or adjustments that will need to be made to our plan. By February 2016, at least 25% of all incoming 9th grade students should have participated in at least one extra-curricular/co-curricular activity as measured by club and or program attendance sheets.
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 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.

Based on our last Quality Review, one of our areas of needed improvement is to strengthen the inquiry-based collaborations that use the instructional core to reflectively evaluate student work in order to address the learning needs of all students. While we provide teachers with 100-minute professional development sessions every Wednesday afternoon and 45-minute department meetings two Mondays per month, we need to dedicate more focus to collaborating on how to better meet the needs of all students (notably our Special Education and ELL populations). School wide interim assessments show SWDs and ELLs consistently scoring in the bottom 1/3 of students sitting for these exams.

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.

By May 2016, teachers will spend a minimum of 50 hours collaborating on lesson planning in departments and reading IEPs as evidenced by the professional development log and department meeting minutes. The impact of this collaboration will improve student achievement for all students as evidenced by student performance on school wide interim assessments

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 teacher-parent collaborations to improve student achievement. 	<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>Teachers are provided thorough professional development every Wednesday (for 100 minutes) and on Chancellor’s Workdays. These sessions are led by members of the school’s administration, teachers, and CPET who is affiliated with Teacher’s College at Columbia. These sessions focus on providing rigorous instruction that meets the needs of all students regardless of skill level. Specific areas planned for include meeting the needs of our SWD and ELL community, providing a rigorous yet differentiated lesson, utilizing data analysis to provide targeted student-specific instruction based on student’s weaknesses and providing dynamic instruction options for team teachers.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Administration will implement and oversee these activities and strategies. The PD facilitator from CPET and teachers will facilitate a number of the sessions.</p>
<p>Teachers meet together within their departments on two Mondays per month for 45 minutes. During these meetings, the administrator that oversees this department provides insight into current happenings in the department, shares best practices that have worked during their instruction, analyzes the data that has been accumulated from recent assessments, etc. Having teachers implement some of these best practices shared and utilizing the student-specific information attained from the data analysis will allow teachers a more targeted, specific approach to enhancing student achievement.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Administration</p>
<p>One ESL teacher will be sent to a variety of trainings throughout the year to gain better insight into how to more effectively provide instruction to ELL students. This teacher will turnkey information for faculty and staff.</p>	<p>ESL Teacher</p>	<p>September 2015-May 2016</p>	<p>Administration and teacher</p>
<p>Special Education teachers are sent to trainings to better understand the guidelines for NYSAA, as well as how to better accommodate students who receive alternative assessment. In turn, these teachers return to turnkey what they learned at these sessions to the entire staff at school wide sessions.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Administration and teachers</p>

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.

In order to implement the strategies listed in the action plan, we will need the following resources:
 (1) Human resources: We will utilize our administration and teachers where needed with regard to leading and/or attending training sessions, meetings, etc. We will also utilize the professional development facilitator assigned to us from CPET. The point person(s) from our Affinity Group will also serve as human resources for providing information to the teachers sent to their respective trainings.
 (2) Instructional Resources: All instructional resources provided by CPET presenters are provided by Teacher’s College at Columbia. The instructional resources that accompany the Read 180 Program are provided by Scholastic. The instructional resources provided during NYSAA trainings are provided by the DOE and/or our Affinity Group.

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

X	Tax Levy	X	Title I 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.

In February 2016, a review of the school’s professional development log and department meeting minutes will be conducted to assess the progress of this goal. At this point, teachers should have engaged in at least 25 hours of collaboration on lesson planning and reading IEPs.

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.

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

What the school does well

- A highly supportive and mutually respectful learning environment results in high levels of student personal and academic growth. (1.4)
- The school’s commitment to effective and consistent communication to students, families and staff regarding expectations for learning ensure a cohesive roadmap to reach higher levels of achievement. (3.4)
- 90% of teachers say that the principal communicates a clear vision for the school and that curriculum and instruction is well coordinated across different grade levels
- 100% of teachers say they trust the principal and more than 90% of parents say school staff works hard to build trusting relationships with them.

What the school needs to improve

- Strengthen inquiry-based collaborations that use the instructional core to reflectively evaluate student work in order to address the learning needs of all students. (4.2 P)

An evaluation of administrative deliverables demonstrated a need to distribute the responsibilities regarding departmental monitoring of student achievement and assessment results. Also, qualitative data from teacher feedback forms showed teachers to be receptive to PD facilitated by their peers and a willingness to lead PD as well.

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.

By June of 2016, at least 75% of the faculty will lead and facilitate a department meeting or professional development as evidenced by the department meeting minutes and professional development reflection sheets.

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>Weekly administrative cabinet meeting with APs will monitor the progress of school’s Read 180 Program; lunch time tutoring; instructional protocols in the classroom; and identify appropriate use of professional meeting time for faculty development.</p>	<p>Assistant Principals</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal</p>
<p>Weekly school youth development meeting with Dean of Operations and Guidance, Parent Coordinator, and Dean’s Office. Topics for PD will be explored and potential faculty facilitators will be identified.</p>	<p>Guidance Counselors, Dean, Parent Coordinator</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal</p>
<p>Reflection pages will be used at the conclusion of weekly professional development sessions to monitor faculty pedagogical needs. This will inform which teachers should be used to lead future PD sessions.</p>	<p>Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal</p>

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.											
Human resources to be used will be administrators and faculty members. Instructional resources will be identified on an as needed basis. No schedule adjustments are currently necessary.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.
In February 2016, a review of the school’s professional development log and department meeting minutes will be conducted to assess the progress of this goal. At this point, teachers should have engaged in at least 25 hours of collaboration on lesson planning and data inquiry.
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.

The Brooklyn School for Math and Research’s academic program in relation to the Strong Family and Community Ties is closely associated to each other in terms that various programs are offered to assist families and students to better themselves in academia and at home. Resources such as the Urban Ambassadors program, Brooklyn College Community Partnership, and CUNY College Now are some of the programs having an impact. The students that are involved in these programs have shown a noticeable improvement in academic performance trends.

School’s strengths

- Programs specifically tailored to meet students’ needs i.e. after school tutoring, mental health
- Social and psychological assistance provided by guidance department and outside organizations
- Community based organization, Make the Road NY, has in-school services provided by full-time staff
- Diversity of staff to assist with a diverse student population

School’s needs

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

Part 2 – Annual Goal

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.

By June of 2016, parent participation will increase by at least 20% as evidenced by attendance sheets for our monthly Parent Association meetings. The total parent attendance for the 2015 school year was 111.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Curriculum Night: The school will host a curriculum night for parents the first month of the school year. Curriculum night will provide parents with an opportunity to meet with faculty and staff members and inquire about the course expectations for their children as well as receive pertinent information for academic success. Curriculum night coincides with the school's first open house of the year.	All B-SMaRt parents and prospective parents	Sept. 2015	Parent Coordinator & Guidance Counselors
Student Data Workshops: B-SMaRt will regularly provide parents with access to student data so that parents can work with their child to set specific and targeted academic goals. At workshops parents will receive training and materials in using Skedula to utilize student data for setting educational goals per cohort year.	All B-SMaRt Parents	Sept. 2015 to April 2016	Parent Coordinator
Annual Title I Parent Meeting: B-SMaRt will host its Annual Title I Parent Meeting where they will inform parents of the school's Title I identification status; inform parents of their right to know about the professional qualifications of their child's teacher.	All B-SMaRt parents	Sept. 2015 to November 2015	Parent Coordinator & Principal
Monthly Parent Newsletter: B-SMaRt parents will receive a monthly newsletter via mail and electronically alerting them of upcoming events as well as regularly scheduled SLT and PA meetings.	All B-SMaRt parents	Sept. 2015 to June 2016	Parent Coordinator

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.										
An additional resource used to facilitate this goal will be the use of the school's website and maximizing the use of the school's phone messenger system.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I 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
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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.

By February 2016, the total number of parents who have attended a Parent Association meeting should be at or near 70.

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)	Assessments and Teacher Evaluations	Revising, Sentence Starters, Prompting Elicit Information, Videos, Academic Talk, PowerPoint, Text, Articles, Supplemental Notes	Small group, Individual Instruction, Tutoring, Peer Assistance	Two periods of Global History per week is devoted to interdisciplinary instruction with ELA. During the school day differentiated instruction and inquiry and project based is provided to support the varying learning levels. Additional small group tutoring is available four days a week during lunch.
Mathematics	Assessments and Teacher Evaluations	Guided Notes, Videos, Graphic Organizers, Kinetics, Scaffolding, Chunking	Small group, Individual Instruction, Tutoring, Peer Assistance	All ninth grade students receive 144 minutes of mathematics instruction during each school day. During the school day differentiated instruction and inquiry and project based is provided to support the varying learning levels. During the school day small group tutoring for students who failed math the first marking period is available from math teachers.
Science	Assessments and Teacher Evaluations	Guided Notes, Videos, Graphic Organizers, Lab experiments	Small group, Individual Instruction, Tutoring, Peer Assistance	During the school day differentiated instruction and inquiry and project

				<p>based is provided to support the varying learning levels.</p> <p>Additional small group tutoring is available four days a week during lunch.</p> <p>During lunch and every day after school Physics tutoring is available.</p> <p>Tuesdays and Thursdays tutoring in all other science areas are available.</p>
Social Studies	Assessments and Teacher Evaluations	Guided Notes, Videos, Graphic Organizers	Small group, Individual Instruction, Tutoring, Peer Assistance	<p>During lunch tutoring is available for all areas in social studies.</p> <p>Mondays and Thursdays after school U.S. History Regents Prep is available for senior students.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Assessments, Family Referrals and Teacher Evaluations	Daily conduct sheets and student-led conferences	One-to-one or small group counseling	<p>All at-risk students meet with the school counselor once per week to check in on short and long term academic goals and strategies collaboratively set to improve in their classes.</p> <p>All at-risk students meet with the school counselor weekly to receive their daily conduct sheets.</p> <p>Mandated special need students meet with school counselor as per IEP mandates.</p> <p>At-risk students receive outside counseling referrals</p>

				to Mental Health agencies as needed.
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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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Principal regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas capable of running activities that will expose students to various post-secondary options. • First and second year teachers are assigned mentors to help support their instructional practice.

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).
<p>All teachers are provided professional development opportunities. Specifically:</p> <p>Overall school PD</p> <ul style="list-style-type: none"> * B-SMaRt is contracted to have 72 hours of professional development for staff on an ongoing basis with Teachers College's Center for Professional Education of Teachers. Professional development will focus on modeling and implementing strategies to improve teacher collaboration in the classroom. * PD sessions for staff re-enforce the school's instructional focus: Students will answer essential questions by articulating their reasoning with supporting evidence both verbally and in writing. * B-SMaRt's faculty receives at least 100 minutes of professional development every Wednesday of the school year. Topics included in the PD are geared towards strengthening teacher capacity for having productive inquiry meetings by working in professional learning communities. <p>o PD for teacher teams</p> <ul style="list-style-type: none"> * Teams within departments receive PD to develop their pedagogy around competencies of the Danielson Framework for Teaching; specifically, components 1e, 3b, 3c, and 3d. <p>o PD for individual teachers</p>

* Individual teachers will receive PD based on areas in need of improvement or strengths that could be made even better as indicated through classroom observation data. PD offered through the Superintendent’s Office and the Boro Support Center will be utilized to facilitate professional development for individual teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

By working in professional learning communities, B-SMaRt’s faculty make decisions regarding the selection and use of assessment measures in the classroom. Teachers have common planning time to work in departments and examine student work to drive the direction of their instruction. This examination of student work is the fuel behind proposals, adjustments and revisions to formative and summative assessments. Every Wednesday, students are dismissed two periods earlier and the opportunity is there for at least 100 minutes of professional development or time to work in professional learning communities. Topics included in the PD focus on using assessment in instruction as described in Danielson’s framework for teaching as well as using questioning and discussion techniques to formatively assess student learning. Teachers have an equitable role on B-SMaRt’s Measures of Student Learning (MOSL) committee. This committee consists of teachers and school administrators whom collectively decide on the most effective assessments to use school wide to determine student academic progress over the course of the year.

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	203,737.00	X	12, 14, 17, 19, & 21
Title II, Part A	Federal	0	N/A	
Title III, Part A	Federal	0	N/A	
Title III, Immigrant	Federal	0	N/A	
Tax Levy (FSF)	Local	1,846,270.00	X	12, 14, 17, 19, & 21

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)

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

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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 Student-Led Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;

5. 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: 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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Brooklyn School for Math and Research (B-SMaRt)**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a

parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **B-SMaRt** will support parents and families of Title I students by:

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

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

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- 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;

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

School-Parent Compact (SPC)

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

1. 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;

2. 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;

3. 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 32	Borough	School Number 168
School Name The Brooklyn School for Math and Research		

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 Dr. Perry Rainey	Assistant Principal David Hobgood
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Madeline Dierker	School Counselor Deanna Torres
Teacher/Subject Area Tichena Rose/ELA	Parent Bibi Meerza
Teacher/Subject Area	Parent Coordinator Emily Chen
Related-Service Provider Jacintha Mondesir	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1	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	0
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	0	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)	286	Total number of ELLs	28	ELLs as share of total student population (%)	9.79%
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Part II: ELL Demographics

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

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

A. ELL Programs

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)		16	ELL Students with Disabilities	9
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)		6	Long-Term (ELLs receiving service 7 or more years)	6

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0

ENL	16	4	1	6	3	3	6	1	5	28
Total	16	4	1	6	3	3	6	1	5	28
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

										0	0
TOTAL	0	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										7	6	4		17
Chinese														0
Russian														0
Bengali											1			1
Urdu											1			1
Arabic										1	1	1		3
Haitian												1		1
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2		1		3
TOTAL	0	10	9	8	1	28								

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)										3	0			3
Emerging (Low Intermediate)										1	1	1		3
Transitioning (High Intermediate)											3	1		4
Expanding (Advanced)										6	1	6	1	14

Commanding (Proficient)														0
Total	0	10	5	8	1	24								

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	0	0	1	1

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										3	0	2	2	7

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									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									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	4		1	
Integrated Algebra/CC Algebra	3		4	
Geometry/CC Algebra	1	NC		
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science	1	NC	1	
Living Environment			4	
Physics				
Global History and Geography	4		1	
Geography				
US History and Government				
LOTE	1	0		
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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 school uses teacher-created assessments to assess the phonemic, morphological and lexile levels of our ELL students. These assessments provide data regarding students' literacy, social and academic language and critical reading skills which informs what scaffolds and differentiation the teachers provide as well as what classroom materials are given to the student

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Students, across performance levels and grades, have a higher level of English proficiency in Speaking than writing, reading or listening. Students tend to be more successful in reading than writing or listening. Overall, writing and listening are the areas where our students need the most support.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

The Annual Measurable Achievement Objectives are used to inform what the students are expected to accomplish and when. It reveals what students need scaffolding or differentiated materials and which students are expected to meet grade level standards.

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?

a) All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual classes. Students are more likely to succeed if the test is provided in their Home Language. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History, Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one to two years. Science and History Regents are typically passed in ESL students' second year of attending classes across the grade levels, while incoming ELLs at the intermediate and advanced-levels of ESL (across all grade levels) are more likely to pass Science and History Regents Exams, as well as the math exams, during their first year with the assistance of referring to the exams in their native languages and their usage of bilingual word-word translations. Both the content area teachers and the ESL teacher are involved in the process of preparing students for the exams, as well as administering, grading and later examining the results. The results are examined at both the departmental levels and grade levels.

b. Administration and teachers use ELL assessments to determine what differentiation is necessary to ensure ELLs academic success

c. The school is learning how well ELLs synthesize information from ENL, content classes and HL materials. The HL is used as a scaffold to support English testing.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI framework) (for grades K-8)

Teachers use data to assess what instructional materials ELLs need to support and sustain their involvement in content area classes.

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

When a student is admitted to the school, they are interviewed by Guidance and the ESL teacher to provide information about the child's educational history and cultural background. The school strives to incorporate culturally relevant and culturally sustainable conversations across discipline-areas. Teachers in all content areas assess students' background knowledge before beginning a new unit. Students from other cultures are invited to share information about cultural practices, linguistic variations and cultural history. Each student comes to class with Funds of Knowledge that are recognized and valued in the classroom through classroom discussions, projects and integrated curriculum

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?

We do not have a dual language program.

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

We evaluate the success of our program based on students performance on the NYSESLAT, on Regents Examinations, school projects and presentations. Furthermore, students' class grades and participation in after school activities drives the assessment for how well our programs are serving the ELLs in our community.

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.

If a student is entering the NYC public school system for the first time a licensed pedagogue administers the Home Language Identification Survey (HLIS). The survey lets staff know what language is used in the home. In addition, an informal oral interview in English and in the native language is conducted with both the parent and student. A student is considered to have a home language other than English when (1) one question on the HLIS Part 1: questions 1-4 indicates that the students uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. In order to accommodate parents and students with home language support during the intake process, we utilize our trained pedagogue who is fluent in Spanish. Our parent coordinator to assist with translating information to Chinese speaking families. In addition, over the phone interpretation services through the Department of Education's Translation and Interpretation Unit are utilized so that parents can receive language assistance and have their questions answered.

The trained pedagogues who administer the HLIS and the informal oral interview include the ELL Coordinator who is a Bilingually Certified Counselor, the K-12 Certified ESOL teacher and a School Counselor.

If the student does not speak any language but English, then he or she is NOT an ELL and will be scheduled for general education program. If the informal interview and the HLIS demonstrate the student speaks a language other than English and they speak little or no English, then the Testing Coordinator administers the New York State Identification Exam for English Language Learners (NYSITELL). Sections of the NYSITELL administered include speaking, reading, writing and listening. After the exam is administered the testing coordinator scans the answer documents within 10 days from the student's initial day of arrival at the school. To ensure all of the entitled ELLs are tested, the ATS report RLER is used. If the student scores below proficiency (i.e. beginner/entering, low intermediate/emerging, advanced expanding etc.), then the student is deemed an ELL. In addition, all new students who indicate a home language of Spanish on the HLIS and interview are administered the Spanish LAB. The Spanish LAB is used to support schools in instructional planning in providing ENL services.

After we get the results, a parent orientation is conducted where the parent views a video of the different ELL programs that are available in the city of New York. At the end of the session the parent selects a program, and the student is placed according to the parent choice. The entire process is completed within 10 school days.

If the student is a new entrant to the DOE coming from a school within NY State, the school will request ELL status information from previous NYS school. NYSITELL is not administered if obtained. If not obtained, ELL identification process continues as listed above.

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).

Determining SIFE status begins at the time of completing the Home Language Identification Survey (HLIS) when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal school, they are administered either the oral interview questionnaire or the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status is indicated in the BNDC report in ATS no later than 30 days from initial enrollment.

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).
ELL identification for newly enrolled students with IEP's or those who have reentered the system after two years (from the United States) is based on the determination of the Language Proficiency Team (LPT). The LPT members are the Assistant Principal of Instruction, Teacher of English to Speakers of Other Languages, Bilingual School Counselor and the student's parent or guardian. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English Language development by assessing: 1) The student's history of language use in the school, home or community, 2) the result of the individual interview during the HLIS process, 3) information provided by the Committee on Special Education as to whether the student's disability is the determinant factor affecting whether they can demonstrate proficiency in English or if they have second language acquisition needs. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If it is believed the student does not have English language needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the recommendation is rejected the NYSITELL is administered. If the principal accepts the recommendation not to administer the NYSITELL the recommendation is sent to the superintendent for a final decision. The parent or guardian is notified within three school days of the decision in their preferred language. Parents have twenty days to accept or reject the recommendation from the LPT.
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.
A NYSITELL Eligibility Tracking Form is generated by the Pupil Personnel Secretary and sent to the ELL Coordinator, ENL Teacher and Testing Coordinator to ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined. The NYSITELL Eligibility Form logs the deadline for the Testing Coordinator to conduct the NYSITELL administration, the date it is conducted and the deadline for distributing non-entitlement and entitlement letters. Prior to the deadline, the ENL teacher is responsible for backpacking the entitlement and non-entitlement letters with the student and mailing them home.
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).
Parents (or students 18 or older) receive notification of their ELL status within five days of the day they are tested. The entitlement/non-entitlement letters mailed home by the ENL teacher let them know their results and inform them that they have the right to appeal ELL status within 45 days of enrollment. Parent entitlement letters are sent home in the parents' preferred language.

Copies of all entitlement/non-entitlement letters are maintained in the students' cumulative folders and in the ESL Department Binder. The ENL Teacher and ESL Coordinator are responsible for maintaining records.

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.
Families of the Brooklyn School for Math and Research are sent home information about all three program choices (transitional bilingual education, dual language, and freestanding ENL). During the summer welcome back orientation (late August), parents are alerted of their options, and within the specified 10 day timeframe, parents are given the mandated parent orientation. Outreach is made within that time with Parent Volunteers that are able to communicate with each ELL family. With the information provided by ATS, Guidance, Pupil Personnel, and the Parent Coordinator is shown the appropriate information to alert each family with. If no program is indicated or the parent survey is not returned, bilingual education is the default placement. By using the New York City Dept. of Education website and ATS parents' preferred language, the letters already transcribed via the ELLs department is used to carry out what information families need. Once Entitlement letters are collected, they are filed by ENL teacher, Guidance, and Pupil Personnel in the students Cumulative Folder and the internal ELL Binder.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
B-SMART reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner with the assistance from Pupil Personnel, Guidance department, and the Parent Coordinator. In other situations, we also reach out to Parent Volunteers and the DOE Translation & Interpretation Department to contact families. With the information provided by ATS, we are able to monitor which parent program choices are made.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. B-SMART monitors the response rates of the Parent Survey and Program Selection forms with the information provided via ATS and Guidance and Pupil Personnel requirements. Outreach is made with the assistance of Guidance, Pupil Personnel, and the Parent Coordinator to each family missing any sort of information. Once the family has secured a seat at B-SMART, outreach is made to inform them of the processes of the Parent Survey and the Program Selection form. Forms are collected via Pupil Personnel and Guidance and kept in a separate folder.
 9. Describe how your school ensures that placement parent notification letters are distributed. After the Parent Orientation is administered and the parent returns the Parent Survey and Program Selection Form at the beginning of the school year, the Parent Coordinator in collaboration with the ENL Teacher ensures that parent notification letters are distributed.
 10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents (HLIS, Parent Survey and Selection Form etc.) are kept in each student's cumulative record. In addition, the school maintains an ELL Folder of Critical Documents that contains school wide documents by year in a centrally secured location.
 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. Once the status of ELL students has been confirmed via ATS reports by the guidance counselor and testing coordinator, the testing coordinator schedules students of all levels are scheduled to take the Listening, Reading and Writing portions of the NYSESLAT on the same day. Parents and content teachers are notified of the date and time of the test to ensure maximum cooperation from all parties. Attendance is mandatory and, of our ELLS only two did not take the NYSESLAT last year. This is because one student was out for a Chancellor's Suspension and the other, despite the school following proper protocol, has not attended since October of 2014. The Speaking portion of the NYSESLAT is scheduled and administered to students on an individual basis to ensure it does not interfere with content classes, but that students have maximum time necessary to complete the section of the test.
 12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher distributes continued entitlement and transitional support parent notification letters via backpack and mail in the beginning of the school year. The entitlement is based on student's NYSITELL scores from the previous spring. A copy of all notification letters are maintained in the student's cumulative record, as well as the ELL Folder of Critical Documents.
 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).
After reviewing the trend in program choices, we are noticing an increase in requests for Transitional Bilingual programs. Requests for this program have risen from over the last few years from 0% to 7% to 11%. We are noticing that an overwhelming majority of these requests are coming from new admits who have been in the country for 0 to 3 years.
- ESL has consistently been the most requested program over the past few years. In 2011-2012 100% of parents requested ESL, and in 2013-2014 78% requested ESL. These numbers show that the ESL program at our school aligns with parent requests. To date we are not yet able to accurately assess the program selection forms for this year. We are aware the default program for parents who did not attend the orientation is Transitional Bilingual Education. The school is tracking parent requests and is willing to open a program once we have 20 students in one grade who share the same preference. Parents will be contacted once we reach this number.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Students participate in integrated content classes by grade. These cohorts travel together throughout the day, except for daily advisory in which ungraded ELLs of mixed proficiency levels receive literacy and language support.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
ELLs receive ENL and HLA services through ELA content material. Students read fiction and nonfiction texts in English and their Home Language, if they are literate in their HL. The school provided a collaborative teaching model and an integrated model to ensure the LRE and language support for academic and social literacy.
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. Students are strengthening their writing and reading skills by citing textual evidence in order to meet the demands of the Common Core Learning Standards. The prompts are written primarily in English and translated for comprehension purposes for ELLs into Spanish, Arabic or Haitian Creole. Texts are also available in different languages in order to accommodate their comprehension needs in class to support and direct their writing in English. The ESL teacher works collaboratively with content teachers to scaffold the lesson, so the materials may be different but ultimately the outcome is the same for all students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs practice their HL throughout the school year through projects, essays and other activities to ensure opportunity of practicing and expanding their HL.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ENL teacher and content teachers collaborate when planning curriculum to ensure speaking, writing, listening and reading are developed, practiced and evaluated in all units. The ENL teacher uses a beginning diagnostic modelled on the NYSESLAT. Throughout the year, students are required to participate in classroom discussions, Socratic seminars and formal presentations to assess speaking. They write in every class period, but are required to submit one formal piece of writing per marking period per class. Students are assessed informally on listening and through note-taking practices implemented by teachers almost every day to assess the quality and accuracy of their listening comprehension. Reading is incorporated and assessed informally in every class, but they are given a reading comprehension test at least once per marking period.
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
 - a) We currently have no SIFE students. SIFE's would be supported through counsellor and teacher intervention to integrate them into the school and classroom culture as quickly as possible through language classes which demonstrate the purposes and procedures of school.
 - b) Newcomer ELLs are provided materials in their HL and English and are evaluated in their HL. Their assignments are not required in English until they have received ENL services.
 - c) Developing ELLs are provided most materials in scaffolded English with language supports for writing and speaking in English.
 - d) Long Term ELLs instruction is targeted toward promoting literacy skills to implement in content area classes.
 - e) ELLs instruction is targeted toward promoting literacy skills to implement in content area classes while they develop their academic English. Former ELLs receive services through collaborative teaching efforts in their ELA classroom. They receive extended time on tests and supplemental materials in their native language (glossaries, bilingual dictionaries, etc.)
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.

Teachers will use alternative assessment for ELLs to ensure they maintain AYP though re-identified.. The process may begin with a teacher or a pedagogue who is dissatisfied with the previous evaluation. All teachers will be notified of the re-identification, but the ESL teacher, guidance department and parent coordinator will work together to ensure they receive the appropriate programs and services through assessments, interviews and a questionnaire.

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?

Instructional strategies for ELL-SWDs include but are not limited to condensed version of texts, translated texts, modified activities that enhance the English vocabulary, graphic organizers and scaffolded lesson plans that provide access to content, so students will be able to understand the process in order to create the final product that demonstrates understanding of the lesson.

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?

Curricular: Students are provided with texts for the curriculum and lessons are aligned to meet the Common Core Learning Standards. ELL-SWDs are able to achieve their IEP goals and attain English proficiency within the least restrictive environment as the curriculum is designed to cover topics such as citing textual evidence, analyzing a text, and other basic literacy skills that will help them develop their writing and reading skills. Students take all content classes within the least restrictive environment.

Instructional: ELL-SWDs are provided with scaffolded lessons along with the assistance of the ESL and Special Education Teacher. Graphic organizers are prepared, with the translation necessary, in order for students to access the content.

Flexibility: Students are given one extra period (45 minutes) for ELA remediation and are also available to meet with the teacher after school for review. ELL-SWDs are provided with the appropriate amount of time for classwork and exams. Time may be extended for ELL-SWDs in order to ensure accurate scores.

Chart 5.1

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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 5.2

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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

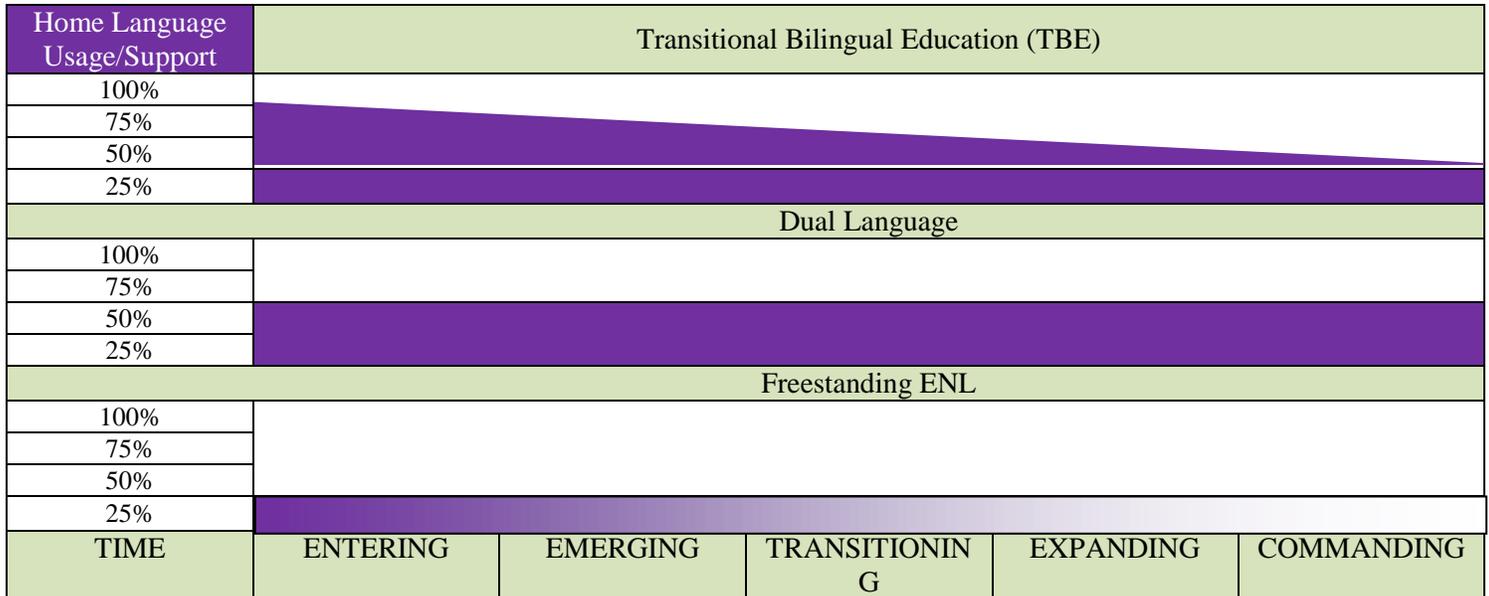


*Note: “other approved services” does not apply to New York City at this time.

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. ELLs receive push-in & collaborative teaching services in ELA classrooms. Pull-out support is available for math, history and science classes. The school provides time for content teachers and the ESL teacher to collaboratively plan to support ELLs in the content classrooms; specifically targeting new admits into the DOE, students new to the school, and students in entering and emerging levels of English. READ 180 is a literacy intervention program that allows ELLs to build their reading, writing, spelling, and overall build their literacy skills. Data shows ELLs are increasing in all four components.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Teachers work together in collaborative teaching model to assess and administer to the needs of ELLs in the content classes. Each lesson contains a content and language objective, so students are receiving content and language development simultaneously. Students are assessed using English language comprehension tests and projects designed to promote English literacy and fluency in all classes.
12. What new programs or improvements will be considered for the upcoming school year?
The current program is currently adapting to meet the needs of more ELLs in content area classes, especially as our population of students increased. Students will be receiving more push-in services to support literacy in content area classes.
13. What programs/services for ELLs will be discontinued and why?
As our ENL population expands, the school is working to provide more push-in and collaborative services to support the ELL holistically, in all areas of academic and social language.
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 given equal access to all school wide curricular and extra-curricular programs. These programs include Advisory, Robotics, Swim Club, Student Government, etc. ELLs are given encouragement by their ENL and general education teachers, and counselors to attend daily lunch-time tutoring to receive additional assistance in their core subject area classes. In addition, students and families receive ongoing information and alerts about extra-curricular programs offered and college workshops via phone messenger, signs posted around the building, calls home, classroom announcements and postings on the B-SMART website. Supplemental services offered to ELLs include college application and financial workshops facilitated by our building community based organization (CBO), Make The Road New York. The campus also offers counseling (individual and family) with a clinical social worker for those who are having attendance issues. In addition, many of our families utilize the free legal services offered by VOCES for issues of housing and immigration.
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.
ELLs have the use of bilingual dictionaries, English dictionaries, thesaurus, lap tops with literacy programs such as ESL Reading Smart to support literacy in ENL and content classrooms. Subgroups are provided texts in Spanish, Arabic or Creole. Content glossaries are used in content area classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In ENL and content area classes, students are provided literature, school notes, and nonfiction in their home language to support continued literacy in that language. In ELA classrooms, students who are preliterate in their home language are paired with students who are literate in the HL. These collaborative groups meet weekly to make meaning of a book and discuss literary terms, techniques, vocabulary and thematic ideas in both English and the home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs receive their services with other students of their own age and grade level. If a student needs additional services, they may participate in a heterogeneous, ungraded ENL classroom while other students in the school meet in their advisory groups. It is important to the school culture that all students learn collaboratively with their grade's section to increase the sense of solidarity within their cohort.
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).
ELL students get an opportunity to become acclimated with the school structure, protocols and study skills during the summer bridge program that all incoming students are invited to attend in August. During the year, the ENL teacher, School Counselors and general education teachers collaboratively work to inform students of the tutoring support and afterschool activities and programs available at the school. In addition, the ENL teacher also acts as an advisor to the ELL students. In this role the students

are provided with tips on activities they can do independently to help them continue to develop their reading, listening and writing skills during the year and in anticipation of the upcoming school year.

19. What language electives are offered to ELLs?

Chinese is the only language elective offered to all students at the school.

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)?

Paste response to question here:

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.)

The ENL attends a series of Professional Developments outside of our school with other ELL professionals, where she learns how to create rigorous curriculum and strategic ways to support and prepare ELL's for the English Language Arts Regent. The ENL turn keys all information learned during the Professional Development offered by our Affinity Group that she has attended with the school staff (Principal, Guidance Counselor, ELL Coordinator, Content Area Teachers and Secretary) during our weekly school wide Professional Developments facilitated by Teachers College by Columbia University.

The Professional Development facilitated by Teachers College help teachers modify their curriculum and lesson plans, so that they are sure to include different aspects for ELLs. The facilitator works with the staff during these sessions to differentiate the content and processing. In addition, the English teacher has received training on how to use the "Read 180" program to facilitate small group instruction.

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?

The Professional Development facilitated by Teachers College (Columbia University) during our Wednesday afternoon professional development time slot, help teachers modify their curriculum and lesson plans, so that they can be sure to include entry points for ELL's as they engage in the Common Core Learning Standards. The facilitator works with the staff during these sessions to differentiate the content and process. In addition, teachers have received training on how to use the "READ 180" program to facilitate small group instruction to help students strengthen their decoding and encoding skills, phonemic awareness, and overall literacy development. In READ 180, students work on their reading comprehension, spelling and grammar collectively.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELL's and all students as they transition from middle school to high school, grade advisors participate in in-house workshops in the beginning of the school year. In these workshops, the advisors are trained by the Assistant Principal's on interactive activities they can use to build relationships between students, so that they can feel comfortable in their new school environment. In addition, they learn skills from the AVID college preparatory program that can help their students learn study and time management skills needed to be successful. In addition, the School Counselors work closely with the grade teams, advisors and ELL students on attendance, academic and personal issues. We plan for School Counselors to receive professional development on additional academic services available to support ELL's both in and outside the classroom.

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 school meets the professional development requirement as per the CR Part 154.2. Fifteen percent of total hours for teachers are spent on weekly professional developments partnered with CPET Teacher's College at Columbia University to address strategies for effectively working with ELL's.. One out of six professional developments are geared towards the advancement of ELL students by the ELL provider. Fifty percent of total hours the bilingual education/ENL teacher receives ELL-specific training

by attending professional developments specifically for ELL professionals offered by our Affinity Group. Records for in house professional development activities are obtained when each staff member signs in, follows the pre-populated agenda and completes CPET activities. Outside professional developments are recorded by the request to administration to attend, retrieval of the specific professional developments agenda, and/or professional development materials.

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?

The Brooklyn School for Math and Research invites returning students to attend an annual individual meeting with parents of ELLs before the school year ends to discuss goals of the programs. During the school year and at least once a month, during our monthly Parent Association meetings, parents of ELLs also have an opportunity to attend and ask any questions or submit concerns they may have during the year. These meetings also have parents of multi-language abilities to assist. If more translation is needed, we do contact the DOE's Translation and Interpretation unit (718-752-7373) if applicable. Our Guidance department also encourages all families to make appointments during the year to assist in the individual assessment process.

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.

For annual Individual meetings with ELL parents, there are usually two copies of records kept. One with Guidance and another with the assigned teacher in charge. If information is missing, follow up is made via phone call to alert the families that they must come to the school to complete the process.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Brooklyn School for Math and Research strives to increase involvement in all aspects. Parents of ELLs have attended Parent Association meetings, attended school functions (Cultural events and annual activities), donated items for various events, and attended workshops. Parent volunteers also have made outreach to parents to encourage involvement in all areas that their children are involved.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Brooklyn School for Math and Research works closely with Make the Road New York, which provides health services, free computer access, legal services, and leads to any concerns that they might have. Make the Road also provides various workshops throughout the year for parents of ELLs. Another organization that we work closely with is Sampson Thatcher and Bartlett LLP, which provides free legal services during the school year. Parents are able to come to B-SMART and get any questions and services fulfilled that relate to housing, immigration, education, and status. We also work closely with the Brooklyn Public Library to share information and register parents for any commonly sought services such as ESL and GED classes.
5. How do you evaluate the needs of the parents? B-SMART parents of ELLs are contacted via Phone Messengers, emails, and direct phone calls to survey if needs are met. Translated letters are also sent home reminding parents that if they need assistance in anything, they are advised to reach out to our Guidance, Main Office, Parent Coordinator, and our CBO for assistance.
6. How do your parental involvement activities address the needs of the parents? During our Parent Involvement activities (Parent Association meetings, Community School activities, Make the Road NY workshops, School functions), all parents have translated documents that promote the school activities. We encourage all parents to attend events and learn about current school operation and meet teachers and staff. In conjunction with our CBO, Make the Road NY, if we are not able to assist, Make the Road NY does have more leads and assistance to answer any questions parents of ELLs may have.

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.

Paste response here:

Part VI: LAP Assurances

School Name: B-SMART

School DBN: 32K168

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)
Dr. Perry Rainey	Principal		10/30/15
Mr. Hobgood	Assistant Principal		10/30/15
Ms. Emily Chen	Parent Coordinator		10/30/15
Ms. Madeline Dierker	ENL/Bilingual Teacher		10/30/15

Ms. Bibi Meerza	Parent		10/30/15
Ms. Tichena Rose	Teacher/Subject Area		10/30/15
Ms. Deanna Torres	School Counselor		10/30/15
Ms. Jacintha Mondesir	Other <u>Related Service</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 32K168 **School Name: Brooklyn School Math and Research**
Superintendent:

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- 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.

When assessing language preferences of the parent community for both written and oral communication, B-SMART uses a variety of methods to survey Parent information. From ATS, we are able to use the code HLIS; from student emergency cards, we can access preferred language. We also send home letters in English, Chinese, and Spanish, encouraging parents to update the school of any important changes. We also use Parent Volunteers to make outreach calls to gauge Parent information.

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.

The code in ATS - RPOB - collects the Place of Birth, Language and Geo report. From this report, we are able to gather that our families prefer the following languages: Spanish, English, Arabic, Haitian, French, Mandarin, Romanian, and Cantonese,

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.)

B-SMART typically disseminates Summer expectations letters (mid-June), New Student orientation (August), Summer homework (mid June), monthly newsletters with Calendar dates, Parent-teacher conference announcements (October/March), Regents testing dates (December/May), and Parent Association letters. Parent Association letters are distributed every two months (starting in August), with newsletters with current events and activities to encourage family engagement.

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.

The formal face-to-face meetings that B-SMART typically has with parents throughout the school year consists of Student-Led Conferences (November/April), Curriculum night (October), Senior Graduation in Doubt meetings (September), to name the main forms of interaction. Other informal interactions happen daily, which consist of Guidance Counselors, Pupil Personnel, Secretary, Attendance teachers and the Parent Coordinator making outreach for school incidences, student progress updates and various school-related opportunities. Informal counseling sessions also occur on a daily basis when families come to B-SMART inquiring about services.

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.

B-SMART translates documents using a variety of methods. By using the Department of Education's pre-translated documents, B-SMART is able to get pertinent information out to families in a timely manner. B-SMART also utilizes the DOE's Translation & Interpretation Unit with extra letters and documents that relate to school activities and functions. On more urgent information, school staff is available to translate to be prepared for email or mail.

A roster of bilingual staff is also called upon to interpret:

Deanna Torres – Guidance – Spanish

Elizabeth Ruiz – Pupil Personnel – Spanish

Jie Jiang – Teacher – Mandarin

Qiu Li – Teacher – Mandarin

Alphonso Lopez – Staff – Spanish

Emily Chen – Staff – Mandarin
Jessica Taube – Community School Director - Spanish

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.

During school functions, B-SMART readily has available school staff to support in any interpretation services needed. If in any situation we are in need of more interpretation services, the Translation and Interpretation Unit is also an option that Teachers and Staff are aware of.

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.)

B-SMART ensures that all staff members are aware of translation services and over-the-phone interpretation services during Staff meetings, emails, and information guides located in the Staff Lounge. All teachers and staff received a copy of the "I speak ..." card which includes the phone number for over-the-phone interpretation. This card is also visible in the Staff lounge and Main Office.

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

B-SMART will fulfill parental notification requirements for translation and interpretation services by ensuring that information that is transmitted is in the language that is readily understandable. In the Main Office, there will be the Welcome Poster displayed with Parents' Bill of Rights, Parents' Guide to Language Access, and Language ID Guide readily accessible. The first point of contact will also have the Language ID Guide. If necessary, the DOE's Translation and Interpretation number will be used to further inquire the needs of the families. In the B-SMART family handbook, there a section of the book that states all families will be provided the appropriate services and interpretations that are needed. With the assistance of faculty and staff interpreters and the DOE Translation and Interpretation services, families will have available the language assistance services. We are also in partnership with Legal Services and Make the Road New York, where staff and resources are available if needed.

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)

B-SMART will be providing surveys and outreach materials to be distributed to families to evaluate the processes that we use to inform families of upcoming events and services. Parent outreach is also provided to get one-on-one feedback. In each grade, we have a parent leader that provides assistance if need be. Certain grade levels also have dual language parent volunteers that can share with parents that need language translation. Our focus group is the Parent Association Executive Board.