

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K414

School Name:

BROOKLYN ARBOR ELEMENTARY SCHOOL

Principal:

EVA IRIZARRY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Arbor Elementary School School Number (DBN): 14K414
Grades Served: PK-5
School Address: 325 South 3rd St, Brooklyn NY 11211
Phone Number: 718-963-0393 Fax: 718-963-2083
School Contact Person: Eva Irizarry Email Address: Elrizarry3@schools.nyc.gov
Principal: Eva Irizarry
UFT Chapter Leader: Laura Beck
Parents' Association President: Emily Spunt Yemini
SLT Chairperson: Cristina Albarran
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Emily Spunt Yemini
Student Representative(s):

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street, Room 246
Superintendent's Email Address: AWinnicki@schools.nyc.gov
Phone Number: 718-302-7638 Fax: 718-302-7978

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Room 501
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|-------------------------|
| Charlotte Binns | Parent | |
| | 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.

Mission and Vision

Brooklyn Arbor is a comprehensive pre-kindergarten through fifth grade learning community dedicated to providing a safe and nurturing environment where students can thrive academically, emotionally, and socially. All students will receive an education that places a premium on relationships, engagement with the wider community, and scholarship.

At **Brooklyn Arbor**, we firmly believe that this period of exploration, discovery and practice should be met with an **interdisciplinary , project-based , arts and technology infused curriculum** which will encourage developing minds to forge connections, take intellectual risks, and foster strong habits and values.

Brooklyn Arbor maintains that school, at all grade levels, should be meaningful, fun-filled and responsive to each child. Our goal, in partnership with parents, is to cultivate a college-bound student body full of organized, self-reliant, resilient and flexible learners who respond to tricky personal and global issues with zest and reason, as the world that will one day be theirs will undoubtedly demand it.

When we opened Brooklyn Arbor's doors in September 2012, we were a K-2, with an enrollment of just under 200 students. Today we have more than doubled in size, as we serve pre-k through fifth grade with approximately 580 children joining us on a daily basis. With currently 8% English Language Learners and 18% Student with Disabilities and families of all ethnic backgrounds, we hold the highest of expectations for all staff, students and community members to create a safe and caring environment in which all students can thrive. As a relatively new and growing public school, it is with great purpose and focus that we continue to recruit and hire a corps of educators who share that vision and strive to meet the needs of every student by relying on both sound pedagogical practice and a deeply held belief that for every child, anything is possible. Teachers, peers and parents work together to meet the demands of a rigorous and comprehensive curriculum by identifying learning opportunities that transcend school walls, and by seeking out ways to make each school day both meaningful and joyous. With every member of the Brooklyn Arbor cheering them on, each student develops the academic, social and emotional skills needed to meet the growing and dynamic demands of the academic landscape and 21st century workplace. Sure of step and resolute in purpose, Brooklyn Arbor students will use their clear and cogent thinking to make the world a better place for all.

In our 2014-2015, we were rated Well-Developed in 1.1, 2.2, 3.4, 4.2. Our Area of Celebration was 1.1. We were rated Proficient in only one area, 1.2. This will be our Area of Focus for the upcoming school year. Through our continued partnerships with Responsive Classroom, Teachers College, Turtle Bay Music, Studio in a School, Veggiecation, CityatWork, Millions Trees, Sonima Foundation, NYC Public Library and St. Nicks Alliance we are confident that are students and their families will be engaged in a rigorous curriculum that will increase student achievement.

14K414 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04 | Total Enrollment | 438 | SIG Recipient |
| 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 |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 85.1% | % Attendance Rate | | 94.7% |
| % Free Lunch | 63.8% | % Reduced Lunch | | 7.8% |
| % Limited English Proficient | 11.1% | % Students with Disabilities | | 21.3% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | 4.2% |
| % Hispanic or Latino | 64.4% | % Asian or Native Hawaiian/Pacific Islander | | 3.9% |
| % White | 26.6% | % Multi-Racial | | 0.9% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 2.34 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 3.8% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.9% | Average Teacher Absences (2013-14) | | 5.49 |
| 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 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | 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 | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

On our 2014-2015 Quality Review, we were rated Proficient in 1.2 with the findings being, “Across the school, teaching strategies allow all students to be engaged in challenging tasks, yet active participation by all students varies across classrooms.” While the majority of students engage in whole class, small group, and partner talk, there is a need for active participation consistent across all classrooms.

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 June 2016, 85% of all classes, PreK-Fifth grade, will engage in daily student-to-student discussion around a problem or question that promotes deep thinking and allows students to take ownership of their learning, as evidenced in grade-wide lesson plans and observed in instructional rounds.

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: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|---|--|---|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | | | |
| All pedagogues will receive the Danielson’s Framework for Teaching, highlighting 3b, Questioning and Discussion. | All Teachers | Sept 2015 | Classroom teachers, specialists, administration |

| | | | |
|---|----------------------------|------------------------|---|
| In line with our instructional focus of Making Thinking Visible, Professional Development sessions will be centered around posing thought provoking questions and problems that will afford students the opportunity to make real world connections, critique their peers, and reflect on their own learning. | Prek –fifth grade Teachers | Sept 2015- June 2016 | Classroom teachers, specialists, administration |
| As part of our Professional Learning Cycles, pedagogues will receive specific examples of Level 3 (Effective) and Level 4 (Highly Effective) discussion looks and sounds like via videos, inter-visitations, and professional literature. | Prek-Fifth Grade Teachers | Sept 2015- June 2016 | School Development Committee; Administration |
| Learning Walks will be conducted two times a year to observe the level of Questioning and Discussion across classrooms | All Teachers | October 2015-June 2016 | School Development Committee, Administration |
| Professional Learning centered around Theater Arts Research-Based practices will be provided for teachers | All Teachers | October 2015-June 2016 | School Leadership Team |

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. | | | | | | | | | | | |
| Quality Review Rubric | | | | | | | | | | | |
| Quality Review Teacher Team | | | | | | | | | | | |
| Danielson’s Framework for Teaching | | | | | | | | | | | |
| Brooklyn Arbor Recommended Lesson Plan Template | | | | | | | | | | | |
| Professional Learning Communities (PLCs) with a focus on questioning and discussion | | | | | | | | | | | |
| Individual copies of <u>Making Thinking Visible</u> by Ron Ritchart, Mark Church, Karin Morrison | | | | | | | | | | | |
| Two Teachers College Literacy Consultants (K-2 and 3-5) | | | | | | | | | | | |
| “Growing our Thinking” school-wide visual display | | | | | | | | | | | |
| 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. |
| By January 2016, all classrooms will be visited by school leaders a minimum of three times, closely monitoring the level of student-to-student discussions. All classrooms will display a “Growing our Thinking” chart, displaying the various prompts and phrases students can use during discussion. Students will be expected to use these prompts in addition to non-verbal school-wide signals for “adding on” and “saying more” about a peer’s comment. |

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.

With our newly added fifth grade, there has been a growing concern from our parent body regarding the transition to middle school for our students. After several School Leadership Team and Parent Association meetings, parents have expressed a want and need for properly preparing students to transition to and from core subject classes independently and safely, without the guidance of a classroom teacher. Additionally, students will need to learn how to manage their time effectively during the movement in between classes to ensure their punctuality. Students will also need to learn how to maximize their time in order to complete tasks within a 60 minute instructional block and organize their materials accordingly.

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 June 2016, 100% our fifth grade students will be properly informed, prepared and supported to transition to the middle school process. 100% of our fifth grade students will participate in a departmentalized program and be provided with “mini” middle school experiences, transitioning from their homeroom to the core classes throughout the day.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| School bells on the fourth floor will be programmed to signal the start and end of each period so that students can transition from class to class. | Fifth graders; Fifth Grade Teachers | Sept 2015- June 2016 | Fifth grade teachers; school leaders |
| Students will be organized into official classes where they will start their day with a “homeroom teacher”. Using the school-wide practice of Responsive Classroom, students will participate in a Morning Meeting activity to foster classroom community and discuss any issues, concerns or happenings for the day. Students will then move to their scheduled core class. | Fifth Graders | Sept 2015- June 2016 | Fifth grade teachers; school leaders |
| Students will follow an individualized schedule as they transition to and from core subject classes. Based on the groupings of students, including Students with Disabilities and English Language Learners, teachers will be able to effectively differentiate instruction to meet the individual needs of students and varied learning styles. | Fifth Graders | Sept 2015- June 2016 | |
| Expectations for students' roles and responsibilities (carrying materials, walking through the halls, being on time, etc) will be set forth and reviewed during the first three weeks of school by the homeroom teachers. | Fifth Graders; Parents of | Sept 2015- Oct 2015 | |

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. |
| <p>a. Entire fourth floor dedicated for fifth grade</p> <p>Highly qualified teachers with an expertise in a core subject area</p> <p>Full time guidance counselor</p> <p>Bilingual Family Worker</p> <p>Parent Coordinator</p> |

Middle School Fairs

Professional Collaboration with district and city-wide middle school leaders

Separate bell system

Responsive Classroom

Classroom Libraries

Content Specific Rooms (Science Lab, Math Lab, Social Studies Lab, Reading and Writing Labs)

Content Specific resources

Daily Common Grade Planning Time

Professional Development

Parent Led Middle School Team

Technology (SmartBoards, Laptops, Ipads)

Teachers College Consultation

CityAtWork

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

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

Part 5 – Progress Monitoring

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

By November 2015, all fifth grade students will receive progress reports that will include the social-emotional progress they have made, in addition to their academic levels. Students will be invited to attend Parent Teacher Conferences to reflect on and communicate their ability to transition according to their departmentalized schedule. By February 2016, 100% of fifth graders will complete a survey about their fifth grade experience. The data will then be used to support students for the remaining months of school.

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.

In the 2014-2015 school year, our school engaged in several focused cycles of looking at student work. These were done across grade level teams , utilizing an established protocol. This work was meaningful, structured and important, providing teachers with relevant data that immediately resulted in shifts in pedagogical practices and changes in pacing calendars. However, these cycles took place at various points in the school year and were not evenly or thoughtfully paced. Based on end of the year feedback, the staff would like to have the cycles predetermined and incorporated more fluidly into their professional learning and planning time.

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 January 2016, 100% of classroom teachers across all grades levels PK-5 will engage in a minimum of two predetermined, mapped out and structured cycles of looking at student work in mathematics and/or writing as evidenced by grade planning meeting notes.

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: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|---|--|---|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | | | |
| The School Development Committee (SDC) will map out a yearlong inquiry work schedule. | All classroom teachers | Mid August- Early September | SDC |

| | | | |
|--|------------------------|---------------------|---|
| All classroom teachers will adhere to the established and agreed upon schedule for looking at student work. | All classroom teachers | September-June | Grade Team Members |
| Teachers will meet weekly during the Professional Learning period with predetermined student work and a specific lens to analyze data. | All Teachers | September-June 2016 | Grade Team Members; administration |
| Teachers will share/research best practices for meeting the needs specifically of ELLs and SWDs. | All Teachers | Sept 2015-June 2016 | Grade Team Members, ENL Coordinator; Special Ed Coordinator |
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Part 4 – Budget and Resource Alignment

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|---|-----------------|---|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| 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. | | | | | | | | | | | |
| Per session for SDC members | | | | | | | | | | | |
| Schedule on Mondays and Tuesdays will be adjusted to accommodate these sessions | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | 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

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| All grade level teams will keep detailed notes and attendance records of their sessions and house those in their “Grade Team Binder”. These will be collected three times across the school year. During the midyear point, February 2016, all teachers will be surveyed to determine how their meetings are going and whether or not they have had a marked impact on student achievement. Additionally, two samples of student work that reflect an improvement of student achievement will be reviewed by administration and the grade team. If the results of those surveys indicate otherwise, we will reanalyze the protocol and schedule. |
| 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

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| <ul style="list-style-type: none"> • 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. |
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Part 2 – Annual Goal

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| <p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| |

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) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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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.

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

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

Part 5 – Progress Monitoring

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

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

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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.

According to our 2014-15 Quality Review, “leadership and staff successfully partner with families to support student progress toward high expectations connected to college and career readiness.” Parents engage in a wide variety of formal and informal opportunities that help support their children’s learning, including varied forms of school-parent communication, Family Fridays, and parent workshops on the Common Core and project-based learning. Teachers also provide tools and assistance to families on a regular basis, such as suggesting explicit strategies to practice at home. According to our NYC School Survey for the 2013-2014 school year, 96% of parents agreed or strongly agreed that the school “communicates to [them and their] child what [they] need to do to prepare [their] child for college, career, and success in life after high school.” However, according to the 2014-15 Quality Review reviewer feedback session, parents were not able to articulate the school’s instructional focus around making thinking visible, reducing their ability to fully support their children’s learning outside of the classroom.

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 March 2016, at least 75% of Brooklyn Arbor parents will be able to articulate the school’s instructional focus of making thinking visible and describe at least one strategy that they use at home to support their child’s learning as indicated in the School Learning Environment Survey.

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? |
|---|---|---|--|
| Hold regular, ongoing Instructional Focus workshops for families in order to engage them in conversation around what the work looks like in the classroom; model tools and strategies showing how they can support at home. | All families | Sept-June | School Leaders, Parent Coordinator |
| Hold regular parent workshops tailored to the needs of parents of 4 th and 5 th graders (ex.: middle school application process). | Families of 4 th and 5 th graders | Sept-June | School Leaders, Guidance Counselor; Parent Coordinator |
| Make active outreach to parents of high-needs students. | Families of high-needs students | Sept-June | Guidance Counselor; Family Worker; Parent Coordinator; Classroom Teachers |
| Implement PROSE (Print, Readability, Organization, Structure, Ease of Reading) checklist in order to optimize teachers' and school's written communication to families (from Nagro, Teaching Exceptional Children , May/June 2015). Incorporate Instructional Focus into monthly classroom newsletters. | All families | Sept-June | Classroom Teachers, Specialists, School Leaders |

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. |
|---|
| Monthly newsletters School website “Meet the Staff Night” “The Year Ahead Night” School Leadership Team Parent Association Parent Teacher Conferences |

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

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, at least half of Brooklyn Arbor families will complete a parent survey and describe the school’s instructional focus and will be able to explain how they support their child’s learning at home.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

Section 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) | <ul style="list-style-type: none"> • F&P Reading Levels • On-demand writing pieces • End of Unit writing samples • NYS ELA Assessment Results • Teacher recommendation | <ul style="list-style-type: none"> • Guided Reading groups; strategy lessons; Shared Reading/Writing • Double-dose Foundations • Fountas and Pinnell Leveled Literacy Intervention - Flocabulary | <ul style="list-style-type: none"> • Special Education Teacher Support Services <ul style="list-style-type: none"> • Small groups throughout all content areas • one to one conferences | <ul style="list-style-type: none"> • After School Tutorial • During the school day |
| Mathematics | <ul style="list-style-type: none"> • Beginning of Year Baseline Assessment • Pre and Post Unit Assessments • NYS Math Assessment Results • Teacher Recommendation | <p>Deepening students' number concept and increasing addition and subtraction fluency with conceptual understanding, through the use of carefully chosen manipulatives, strategic questioning techniques, and interactive technology.</p> <ul style="list-style-type: none"> • Xtra Math Program | <ul style="list-style-type: none"> • Small group • One-to-one | <ul style="list-style-type: none"> • During the school day |
| Science | <ul style="list-style-type: none"> • NYS Science Assessment Results • Pre and Post Unit Assessments • Teacher Recommendation | <ul style="list-style-type: none"> • Cross-curricular lessons | <ul style="list-style-type: none"> • Small group • One-to-one | <ul style="list-style-type: none"> • During the school day |

| | | | | |
|---|---|--|---|---|
| Social Studies | <ul style="list-style-type: none"> • Pre and Post Unit Assessments • Teacher Recommendation | Cross-curricular lessons | <ul style="list-style-type: none"> • Small group • One-to-one | <ul style="list-style-type: none"> • During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • Teacher Referral • Parent Request | <p>Responsive Classroom Philosophy</p> <ul style="list-style-type: none"> • Group discussions • Role playing • Play therapy • Building self-control • Modeling • Social stories • Brainstorming | <ul style="list-style-type: none"> • Small group • One-to-one | <ul style="list-style-type: none"> • During the school day |

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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| 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)

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|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>In order to recruit staff for our fairly new school, we will post all vacancies on Open Market and Teachers College job board. We will attend various recruitment fairs around the city, meeting with energetic and driven individuals. We will also find potential candidates through the New Teacher Finder database and reach out to schools we admire who employed Teaching Assistants with full certification.</p> <p>Through Article 18D of the UFT contract, we will gather a committee of experienced educators to sift through and sort all applications received. Once deemed qualified for a position, teachers will be interviewed by the panel members. Each candidate will be scored using a committee created rubric aligned to our school's vision and mission. Each candidate's references, employee history and certifications will be checked.</p> <p>All educators hired will demonstrate mastery in the subject area they are teaching and have a deep understanding of the real-world application and its impact on students for middle, high school, college and beyond. All teachers will be committed to making knowledge accessible, firmly believing that all students can learn.</p> <p>All staff members will attend a rigorous summer training session with a goal to build a positive school culture through team building activities, communicate clear expectations and articulate the school's vision. All staff members will be provided with a Brooklyn Arbor Staff Handbook, outlining all school policies, systems, professional learning norms and protocol.</p> <p>Throughout the school year, teachers will participate in ongoing Professional Development, through whole group, differentiated sessions, "lunch and learns", study groups, as well as sessions outside of the school facilitated by expert consultants in the field (i.e Responsive Classroom Trainers). Additionally, the Professional Development book of the season will serve as a mentor text and will be distributed to all teachers. Specific chapters will be assigned and discussed in monthly meetings. Topics will be revisited regularly in a spiral format to make sure it becomes a part of teachers' instructional practices.</p> <p>Teachers new to the profession will have the additional support of a mentor that will be assigned to them by administration. Mentors will log and submit the amount of time they work with their mentee. The amount of support will be reduced gradually over time as mastery is evidenced.</p> |

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

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

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).

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

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

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

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

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

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

Other learning opportunities our teachers take part in include:

- Professional Learning Communities (PLCs)
- Professional Book Clubs
- 20 visits by Teachers College (TCRWP) Staff Developers
- Week-long Summer Intensives for Responsive Classroom
- On-site visits by our Responsive Classroom Consultant
- Two Calendar Days per teacher at Teachers College (TCRWP)
- “Menu Mondays” where in-house staff facilitate Professional Learning workshops

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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.).

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

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

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

Brooklyn Arbor’s school culture is one that embraces and welcomes family involvement. We see parents as partners and rely on them heavily for numerous initiatives, programs and volunteer events. Each family member receives a copy of our Parent Handbook designed to answer all questions families may have about our school and the year ahead. For the first week of school, pre-k and k families are invited to stay in the classroom with their children for some time in order to make a comfortable transition for all. Once the school year is underway, families will be invited for Family Fridays as well as a “Meet the Staff Night”. Throughout the year, families will be provided with regular Progress Reports that outline the social, emotional and academic development of their child. Weekly newsletters go home detailing what is being studied and how families can support their child’s learning at home. At the end of the year, families will be invited to a “The Year Ahead Night”, a school wide event where the next grade’s expectations and instructional program is thoughtfully presented to our parents. Our pre-kindergarteners and their parents will visit the kindergarten classes in small groups during the month of June to acclimate them to what life in kindergarten might look like.

Our Parent Association Meetings and all family events have been well-attended. This year we have several parent committees: Grant Writing Committee, Greening Committee, Craft Committee, Music Committee, Events Committee and the Wellness Committee. In addition, a group of parents launched the Materials for Makers Depot in our school. They cleaned out, designed and built a space to sort items brought from students’ homes to recycle and repurpose for science and art projects. We also have ongoing parent workshops related to parenting, transitions, readiness and expectations.

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.

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

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

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

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

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

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 | 310,166.00 | | |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,077,889.00 | | |

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.

Brooklyn Arbor 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. **Brooklyn Arbor** 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. **Brooklyn Arbor** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 monthly newsletters between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- wear school clothes daily
- 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.

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

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

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>20</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>5</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>3</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

- Dual Language Spanish Enrichment After School Program:

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

- Newcomer ESL After School Program:

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

use of songs, poems and rhymes to help facilitate language acquisition.

Literacy Tutoring Program

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

Part C: Professional Development

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

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

Begin description here: _

Newcomer Professional Development

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

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

Time: 2:40 - 4pm

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

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

NYSESLAT Professional Development

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

Date: 3/2

Time: 2:40-4pm

Part C: Professional Development

Name of Provider: J. Houston

- SIOF Professional Development - Book Club

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

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

- Time: 2:40-4pm

- Name of Provider: S. Yerry, J. Houston

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

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

- Time: 9am-3pm

- Provider: Teachers College

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

- Dual Language Parent Meetings

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

Part D: Parental Engagement Activities

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

-
Time: 5-6pm

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

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

-
Cultural Potluck Dinner

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

-
Date: 10/23/14

-
Time: 6-8pm

-
Name of Provider: M. Molina

-
Audience: All staff and Brooklyn Arbor families

-
Computer Literacy Workshops

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

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

-
Time: 2:45-4pm

-
Name of Provider: T. Williams, J. Houston

-
Audience: Parents of ELLs and F-ELLs

-
ELA/Math Test Preparation Workshops

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

-
Date: 2/4/14, 2/11/14

-
Time: 5-6pm

-
Name of Provider: Two bilingual third or fourth grade teachers

-
Audience: Parents of ELLs in third and fourth grade

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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 14 | Borough Brooklyn | School Number 414 |
| School Name Brooklyn Arbor Elementary School | | |

B. Language Allocation Policy Team Composition

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

| | |
|--|--|
| Principal Eva Irizarry | Assistant Principal Cristina Albarran |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher Daniel Josiah Houston | School Counselor Chaya Gahfi |
| Teacher/Subject Area Emily Pryor/Dual Language 1st | Parent Waldo Walle |
| Teacher/Subject Area Sara Yerry/Dual Language 2nd | Parent Coordinator Maria Molina |
| Related-Service Provider | Borough Field Support Center Staff Member |
| Superintendent Alicja Winnicki | 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 | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 | 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 | 2 | 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) | 581 | Total number of ELLs | 45 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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 checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Spanish |
| 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 |
| Dual Language | 1 | 1 | 1 | 1 | 0 | 0 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 45 | Newcomers (ELLs receiving service 0-3 years) | 40 | ELL Students with Disabilities | 11 |
| SIFE | 1 | Developing ELLs (ELLs receiving service 4-6 years) | 5 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | | | 0 | | | 0 | | | 0 |
| DL | 15 | | | 0 | | | 0 | | | 0 |
| ENL | 25 | | 8 | 5 | 1 | 3 | 0 | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs*) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP |
| SELECT ONE Spanish | 0 | 23 | 5 | 22 | 6 | 20 | 3 | 20 | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

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

| This Section is for Dual Language Programs Only | |
|--|--|
| Number of students (students fluent in both languages): <u>25</u> | Number of students who speak three or more languages: <u>0</u> |

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 | | 5 | 10 | 13 | 6 | 6 | | | | | | | | 0 |
| Chinese | | | 1 | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | 1 | | 1 | | | | | | | | | 0 |
| Haitian | | 1 | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | 1 | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Entering (Beginning) | | 3 | 3 | 2 | | 3 | | | | | | | | 0 |
| Emerging (Low Intermediate) | | | | 4 | 6 | 1 | | | | | | | | 0 |
| Transitioning (High Intermediate) | | | 1 | 1 | | | | | | | | | | 0 |
| Expanding (Advanced) | | 4 | 8 | 6 | 1 | 2 | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|----|---|---|---|---|---|----|----|----|-------|
| Total | 0 | 2 | 6 | 8 | 11 | | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 4 | 1 | | | 0 |
| 4 | 3 | | | | 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 | 4 | | 1 | | | | | | 0 |
| 4 | 3 | | 1 | | | | | | 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 | 1 | | 5 | | 1 | | 0 | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 - To assess early literacy skills of our ELLs we use Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments in both Spanish and English. These tools test a variety of skills including: decoding, comprehension, sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. Estrellita and Foundations assessments test word-work skills in both Spanish and English. Currently, the majority of our ELLs are reading below grade level. Nevertheless, the majority of our ELLs are also moved up an average of 3 reading levels this past school year. However, the majority of our Newcomer ELLs are decoding at a much higher level than they are comprehending, and it is comprehension that is keeping them from moving up more levels as readers. Therefore, now that our Newcomer ELLs possess the tools to decode words that they, only recently, did not possess, our focus must shift from building a strong foundation of phonemic awareness/phonics to building fluency through focused vocabulary acquisition and reading comprehension. With this shift in instructional focus, we believe that many of our Newcomer ELLs will soon be approaching grade level as young readers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. The receptive act of reading and the expressive act of writing remain a challenge for our students. Many of our ELLs received Expanding or Proficient marks in listening and speaking but have not yet developed the reading and writing skills required to progress toward fluency. This is a clear indicator that there is a need to increase explicit ENL throughout the grade levels in order to provide ELLs with the tools necessary to navigate literacy in the English language. This way, as our students progress forward in their education, concepts such as deep structure, text patterns and genre, as well as persuasive skills like debating and editorializing, will be realistic and achievable goals.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. The AMAO tool analyzes factors that include, among other variables, years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, and ELA/math performance/progress. The data yielded from the tool is used by Brooklyn Arbor to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and interventions. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. The tool helps us identify the instructional and programmatic differences between specific subgroups as we design targeted, data-driven instructional programs to improve student learning. Most importantly, it highlights students who are exhibiting known risk factors in order to provide an opportunity to pre-emptively develop and apply targeted interventions. The AMAO 2 tool revealed the following data for the 2015-16 school year. We currently have 5 ELLs with an At-Risk Level 5 or higher (we have 23 non-ELLs with at-risk level 5 or higher). Brooklyn Arbor has 2 ELLs who are At-Risk Level 8, 1 ELL who is level 7, 1 ELL who is level 6 and 1 ELL who is level 5. All of these ELLs are potential long term ELLs and currently are in 5th grade. A collaborative plan is being put into motion between ENL teacher, classroom teacher and guidance counselor to assist them academically, mentally, and emotionally as they prepare for their transition to middle school. Three of these students scored at 1-2 on both the Math and ELA exams last year, and will be receiving further targeted instruction to strengthen areas of Academic weakness in relation to their struggle with Standardized tests. According to the AMAO tool, the AMAO 2 status for the 2015-16 school year is as follows: The target for this year is 15.6% with a difference of -6.9% between the target and current status. However, the AMAO 1 status remains unavailable at this time.

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?

4a. NYSESLAT data indicates that our ELLs (in both dual language and ENL programs) tend to master listening and speaking before they master reading and writing. The receptive act of reading and the expressive act of writing remain a challenge for our students (this pattern is consistent when students are assessed both in English and their home language). Many of our ELLs received Intermediate, Advanced or Proficient marks in listening and speaking but have not yet developed the reading and writing skills required to progress toward fluency in English. This is a clear indicator that there is a need to increase targeted and scaffolded ELL planning and instruction throughout the grade levels. In this way, we hope to provide ELLs with the tools necessary to navigate the English language (especially in regards to grade level content) and strive toward meeting Common Core standards. This way, as our students progress forward in their education, concepts such as deep structure, text patterns and genre, as well as persuasive skills like debating and editorializing, will be realistic and achievable goals.

4b. The ELL Periodic Assessments are a supplemental component of the Periodic Assessment portfolio. These assessments are designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction. Students' knowledge of the English language is assessed in three modalities: reading, writing, and listening. ELL Periodic Assessments are specifically designed for English language learners and may provide more instructionally relevant data about these students than ELA periodic assessments. Students take Periodic Assessments in the Fall and Spring of the school year to give teachers more information about what student progress. Teachers use these assessments—along with other school work and what they see in class—to determine in which modalities (listening, speaking, reading, writing) students need increased targeted instruction.

4c. ELL periodic assessment data indicates that our ELLs (in both dual language and ENL programs) tend to master listening and speaking before they master reading and writing. The receptive act of reading and the expressive act of writing remain a challenge for our students. Many of our ELLs received Intermediate, Advanced or Proficient marks in listening and speaking but have not yet developed the reading and writing skills required to progress toward fluency. This is a clear indicator that there is a need to increase targeted and scaffolded ELL planning and instruction throughout the grade levels. In this way, we hope to provide ELLs with the tools necessary to navigate the English language (especially in regards to grade level content) and strive toward meeting Common Core standards. Where experience or research suggest it to be most effectively applicable, such as with targeted instruction for vocabulary acquisition, the use of a student's home language during instruction is encouraged.

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

5. At Brooklyn Arbor, students are provided with increasingly intensive targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. The majority of ELLs continue to make strong progress at Brooklyn Arbor, demonstrating that their language needs are being met in Tier 1 (general DL and ENL instruction). When evidence gathered from running records, the ELL periodic assessments, and the yearly NYSESLAT examination (along with high risk ELLs indicated through data collected and analyzed with the AMAO tool) indicates that an ELL has stopped making progress, or even

regressed, a team of pedagogues meets to consider if that student should receive increasingly intensive targeted instruction in Tier 2 or 3. The team considering an ELLs' progress utilize a problem-solving process and a body of evidence to make decisions. For ELLs, the documentation analyzed should include: an explanation of how instruction was differentiated to address home and second language concerns and cultural differences, a description of the amount and type of ENL instruction, an understanding of whether or not home language support was used, a description of the amount and type of home language instruction (as appropriate), an identification of instructional areas (specific skills and competencies) that need more intense intervention (Tiers 2 and 3), and the extent, if any, to which ENL instruction and/or native language instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. All students, including ELLs, are only evaluated for special education when they do not respond to effective and rigorous instruction, or additional intervention that is provided with increasing intensity and is both culturally and linguistically responsive.

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

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

7b. All EPs are developing speaking, listening, reading and writing skills in the target language (Spanish). Independent Spanish reading levels range from PA to N in grades K-3. We established an end-of-year benchmark reading level for each target grade that mirrors the Teachers College end-of-year English reading benchmarks.

7c. Not Applicable. Our dual language programs are currently servicing grades K-3. However, last year our dual language was servicing only grades K-2. As a result, we had no students in the Dual Language program take the state and city assessments last year, which begin in 3rd grade.

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

8. Brooklyn Arbor's program for English Language Learners evaluates its success based on the consistent progress of its learners, and it will continually adapt and grow to meet the needs of its student population. To assess early literacy skills of our ELLs we use Foundations (a phonological/phonemic awareness, phonics and spelling program), and Fountas and Pinell reading assessments. These tools test a variety of skills including: decoding, comprehension, sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We keep consistent running records of student reading progress, which provide accurate insight into a child's decoding and thinking/comprehension processes since it is administered on a one-to-one basis. In this setting, the child is more at ease and has a lower affective filter. By looking at the data provided by these tools, as well as informal assessments made by teachers in the classroom regarding the four modalities tested on the NYSESLAT exam (listening, speaking, reading, and writing), the school plans its instructional focus. We then use this data to define our learning targets and short-term goals, as well as evaluate our progress on a quarterly basis. The current data reflects a pattern of growth. Our first year (2012-13), we had many lower level ELLs (which would now be categorized at Entering and Emerging) who made strong gains by year end. As a result, in the following year (2013-

14) the majority of our ELLs held higher levels (which would now be defined as transitioning and expanding). The majority of these ELLs (twenty two students in all) tested proficient on the NYSESLAT that year. As a result, the following year (2015-16) our program consisted again of mostly lower level ELLs (composed primarily of newcomers and ELL-SWDs). Again, these ELLs made strong gains, and while no one reached a commanding/proficient level on last years NYSESLAT, we saw half of our ELLs reach the expanding category. We hope that with the same approach of teamwork and tenacity, we will see many of these ELLs in the expanding category reach a commanding level of English proficiency by the end of this school year.

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.

1. The person responsible for conducting the initial screening, administering the HLIS (the informal oral interview) and the NYSITELL (the formal initial assessment) is the full-time ENL Teacher (certified TESOL K-12) Daniel Josiah Houston. The Spanish LAB and LENS assessments are administered by Sara Yerry, our full-time Dual Language program head and 2nd grade teacher.

When parents enroll their children at Brooklyn Arbor Elementary, a certified pedagogue assists in the completion of the HLIS in English or the parent’s home language. This pedagogue is either the bilingual (Spanish/English) Dual Language program head Sara Yerry, or the English speaking (and Spanish studying) certified ENL teacher Daniel Josiah Houston. If necessary, translation services are provided by the bilingual (Spanish/English) parent coordinator Maria Molina or school secretary Elizabeth Ortega. Once a student’s background language information is collected from their parent, the pedagogue conducts an informal oral interview with the student in English. The informal interview gives a preliminary assessment of a student’s understanding of, and ability to speak the English language. It ascertains if the student can understand and reply to basic questions about their name, age, clothing, colors, favorite activities, and New York City, while the pedagogue analyzes their responses for vocabulary knowledge, verb usage, and conversational fluency. The completed HLIS forms, including the pedagogues determination of the students home language and eligibility to be tested for ELL services, is placed in the student’s cumulative file and becomes a part of their permanent record. If the student’s home language is English, the ELL identification process terminates at this step. If the student’s home language is not English, the ELL identification process continues. Once the ENL Teacher has determined the child’s need to be formally assessed, the school must administer a more in-depth interview with the student, review his/her school work, and review their Individualized Education Program (if applicable) in order to determine NYSITELL eligibility.

The eligibility of students with IEP’s to take the NYSITELL is determined by the Language Proficiency Team (LPT) which includes the student’s parent (a qualified translator of the language the parent best understands must be present at each meeting of the LPT). Based on the evidence reviewed, the LPT must determine whether the student may have second language acquisition needs or whether the student’s disability is the factor affecting their English proficiency. If the LPT determines that the student should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal accepts the recommendation, it is sent to the superintendent for approval and the student’s parent is notified in their preferred language within 3 school days. If the superintendent rejects the principals recommendation, the school has 5 additional school calendar days to administer the NYSITELL and notify the parent in their preferred language. At this point, the form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student’s cumulative folder.

Once NYSITELL eligibility is determined, the NYSITELL is administered to the student. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parent’s preferred language).

All new entrants whose HLIS responses indicate a home language of Spanish and are newly identified as ELLs based on the NYSITELL results must be administered the Spanish LAB. The Spanish LAB is administered and scanned into ATS during the same 10 day testing window. For all entrants whose HLIS responses indicate an interruption or inconsistency in their formal schooling, the pedagogue

proceeds with the SIFE identification process, which includes (for students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish) the administrations of the Literacy Evaluation for Newcomer SIFE exam (LENS) within 30 days.

This process must be completed within 10 school days of the child registering as a student at Brooklyn Arbor. This window is expanded to 20 school days for students with IEPs.

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).

2. SIFEs (students with interrupted/inconsistent formal education) are ELLs who have attended schools in the USA for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math. For all entrants between grades 3-5 whose HLIS responses indicate an interruption or inconsistency in their formal schooling, the pedagogue proceeds with the SIFE identification process. This process includes administering the oral interview questionnaire and (for students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish) the Literacy Evaluation for Newcomer SIFE (LENS) exam. The oral interview questionnaire and the LENS exam are administered by Sara Yerry, our DL program head and 2nd grade teacher. Based on the results of this process and any student work available for review, SIFE determination must be made within 30 school days from initial enrollment. Schools have up to one year to make a final determination of SIFE status. This status is removed once a student reaches the intermediate/transiting level or higher on the NYSESLAT exam.

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).

3. The eligibility of students with IEPs to take the NYSITELL is determined by the Language Proficiency Team (LPT). The LPT is minimally comprised of a school administrator, the relevant ELL teacher (either the ENL or a DL teacher), the director of special education, and the student's parent. A qualified translator of the language the parent best understands must be present at each meeting of the LPT. The LPT reviews evidence of the student's language development such as the HLIS, the results of the individual evaluation of the student, and any information provided by the CSE about the student's disability in relation to their language proficiency. Based on the evidence reviewed, the LPT must determine whether the student may have second language acquisition needs or whether the student's disability is the factor affecting their English proficiency. If the LPT determines that the student should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal accepts the recommendation, it is sent to the superintendent for approval and the student's parent is notified in their preferred language within 3 school days. If the superintendent rejects the principals recommendation, the school has 5 additional school calendar days to administer the NYSITELL and notify the parent in their preferred language. At this point, the form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

4. We ensure that all students who are deemed eligible for testing on the HLIS take the NYSITELL exam. Depending on their NYSITELL scores, these students will receive entitlement (receiving ELL services) or non-entitlement (not receiving ELL services) letters in English and their home language. Within 5 school days of the student's NYSITELL exam sheet being scanned and their score determined, the ENL teacher produces these letters and distributes them to classrooms (placing them in student take-home folders). Hard copies of every entitlement letter sent home are kept in the ELL compliance binder.

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).

5. During Parent Orientation for newly classified ELLs, parents are informed that they have the right to appeal their child's ELL status within 45 days of enrollment at Brooklyn Arbor. If interested in pursuing an appeal, the ENL teacher meets with the parent individually, with the aid of a translator if necessary, to explain the re-identification process in detail. If a parent chooses to pursue an appeal of their child's ELL status, they must produce a written request or consent to/collaborate in the creation of one by the student's teacher. The re-identification process must be completed within 10 school calendar days of receipt of the written notice. If the CSE must be consulted, the process must be completed within 20 school calendar days.

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.
6. Within the first 10 school days of the year, the parents of any newly registered students that qualify for ELL services are invited to a Parent Orientation by Brooklyn Arbor's ELL Coordinator Daniel Josiah Houston for the purpose of describing, in great detail, the three program choices for language support available in New York City: Transitional Bilingual Education, Dual Language, and Freestanding ENL. Brooklyn Arbor offers two of these programs: Dual Language and Freestanding ENL. All parents or guardians of new enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Parents are informed as early as possible, and follow up phone calls are made by the parent coordinator to their homes to confirm their attendance, to ensure full participation. At the actual workshop the parents are provided with a brochure in their home language, which provides basic information about each of the three instructional program available for ELLs in New York City. Parents view the "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native language in order to provide context for the programs available (Dual Language or ENL). A group discussion is then held to allow the ENL teacher to answer all questions and concerns with the aid of a translator or Maria Molina the Parent Coordinator. Parents are made aware that all programs are available to their children and if the numbers allow for a particular model, the school will create a classroom to meet their program selection. If there is any further support needed, the ENL teacher will meet individually with families to help support their program selections. During this orientation, parents are also provided information about the Common Core Learning Standards, assessments, school expectations and program goals for all of our ELLs. Parent orientations are conducted on an as needed basis throughout the school year. Attendance records, staff members present at the orientation, and languages used other than English are recorded and kept in the ELL compliance 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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
7. Most parents take advantage of the Parent Orientation to discuss and select the program choice for their child. Nevertheless, parents have 5 school calendar days to make their program choice. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of our parent coordinator, setting up additional one-on-one conferences for further discussion if necessary. If the parent insists on placing their child into a Transitional Bilingual Education program which does not exist at the school (nor have the minimum threshold of students of 15 or more ELLs who speak the same language in one or two contiguous grades), the school sends an email requesting to transfer the student to ELLProgramTransfers@schools.nyc.gov. The DOE's Office of ELLs coordinates these transfer requests with the Office of Student Enrollment and follows up with the school and family regarding a new placement within the designated timeframe. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family. If a form is not returned, the student must be placed in a Bilingual Education program as per CR Part 154. If a student's home language is not Spanish (our only Dual Language program is Spanish/English), then they are placed into the ENL program. Once a program choice has been selected (or determined) the ENL teacher enters the parent choice into the designated screen in ATS (ELPC). The parent's first choice should be entered as noted on the form even if that program does not currently exist at our school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family. If a form is not returned within 5 school calendar days, the student must be placed in a Bilingual Education program as per CR Part 154. If a student's home language is not Spanish (our only Dual Language program is Spanish/English), then they are placed into the ENL program. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by CR 154 (15 or more ELL students who speak the same language in one or two contiguous grades). In cases such as these, the school must document and include attempts to gather the initial parent selection preference. Documentation of this should be kept in the ENL compliance binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. Once a student's program has been determined based on the steps outlined above, a placement letter is sent home in the parents' preferred language. This letter indicates the ELL program in which their child has been placed. The ENL teacher produces these letters and distributes them to classrooms (placing them in student take-home folders). Hard copies of every placement letter sent home are kept in the ELL compliance binder.

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

10. The completed HLIS forms, including the pedagogues determination of the students home language and eligibility to be tested for ELL services, is placed in the student's cumulative file and becomes a part of their permanent record. Hard copies of every entitlement, non-entitlement, continued entitlement, transition support parent letters are kept in the ELL compliance binder. Furthermore, all other related ELL documents (such as the Parent Survey and Program Selection forms, parent orientation attendance, and eligibility determination paperwork) are kept in the ELL compliance binder which is kept in the ENL classroom.

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.

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

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

12. When creating and distributing entitlement and non-entitlement letters, the ENL teacher also reviews the school's NYSESLAT results to determine which students from the previous school year continue to be entitled to ELL services and which students have tested proficient on the exam (meaning they will no longer receive ELL services but will be provided with transitional support). Based on the results of the NYSESLAT, the ENL teacher creates continued entitlement and transitional support parent notification letters. These letters, like the others, are distributed to classrooms (placing them in student take-home folders). Hard copies of every placement letter sent home are kept in the ELL compliance binder.

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).

13. The Parent Survey and Program Selection forms for Brooklyn Arbor after three years of existence show that the majority of incoming ELLs (over 75%) choose dual language programming. As there is not yet a Dual Language class beyond K-3, parents of fourth and fifth grade ELLs choose the freestanding ENL program for their children and have provided positive feedback about their language growth! If parents offer a preference for their child to be taught in a bilingual education program that does not yet exist at Brooklyn Arbor, it is counted toward the minimum threshold created by NYSED's CR Part 154 (as amended by the Aspira Consent Decree).

NYSED's CR Part 154, as amended by the Aspira Consent Decree, requires that our K-5 Elementary School open a bilingual program if there are 15 or more ELL students who speak the same language in one or two contiguous grades. Our ENL teacher monitors the language demographics of our ELL population to ensure that, long before this minimum threshold is met, the administration is notified and a plan to best meet the needs of these student through an additional bilingual education program is set in motion.

Our program model is aligned with our parent requests as the Dual Language (Spanish/English) program (currently K-3) perfectly suits the demographic needs of our ELL population (which is over 90% Dominican with Spanish home language). Furthermore, our ENL program model which features standalone (pull-out) and integrated (push-in) instruction, services children of all home languages for grades K-5.

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.

A1.a. Brooklyn Arbor's ENL program has evolved from a pull-out standalone ENL model to a hybrid (pull-out/standalone ENL and push-in/integrated ENL) model as per the mandates in CR Part 154.2. The new mandates for minutes of instruction per week for all ELLs is as follows: 180 minutes of stand alone instruction and 180 minutes of integrated instruction for Entering and Emerging ELLs / 180 minutes of integrated instruction for Transitioning and Expanding ELLs. In order to provide these minutes of ENL instruction, the ENL teacher provides pull-out/standalone ENL instruction for ungraded homogeneous groups of Entering and Emerging ELLs 4 times a week for 45 minute periods. Furthermore, the remainder of the ENL teacher's schedule is dedicated to providing push-in/integrated ESI instruction in Brooklyn Arbor classrooms. This allows the ENL teacher to partner with various classroom teachers in lesson planning and instruction, as he scaffolds learning for small groups of ELLs in various grades and across content areas. In order to accomplish this, ELLs in various grades are grouped in classrooms together, sometimes (but not always) with mixed proficiency levels. In this way, the ENL teacher provides 45 minutes of integrated ENL instruction 4 times a week to all ELLs (Entering, Emerging, Transitioning, and Expanding) at Brooklyn Arbor Furthermore, our population of former ELLs (within the last two years) is also carefully arranged throughout our ELL focused grade classrooms. In this way, they can join the small group integrated ENL instruction for a minimum of 90 minutes per school week. This new model ensures that all ELLs (current and former) receive the mandated minutes of instruction in the appropriate fashion as per CR Part 154.2.

- b. TBE program. *If applicable.*

A1.b. N/A

- c. DL program. *If applicable.*

A1.c. Brooklyn Arbor has self-contained DL classes in K-3. Our program will expand to reach students in K-5. ELLs and EPs are fully integrated throughout the instructional day. Each core content area is taught in both Spanish and English (reading, writing, science, social studies and word work). At Brooklyn Arbor, the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten-day period, students spend five full days being instructed in Spanish and five full days being instructed in English. Our dual language classes are self-contained. As per CR Part 154.2, ELL students placed in Dual Language classes receive well over the minimum of 360 minutes of bilingual instruction per week (2 units of study) for students classified as Entering and Emerging ELLs, and the minimum of 180 minutes of bilingual instruction per week (1 unit of study) for students classified as Transitioning or Expanding ELLs.

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)?

A2. The new mandates for minutes of instruction per week for all ELLs as per the CR Part 154.2 is as follows: 180 minutes of stand alone instruction and 180 minutes of integrated instruction for Entering and Emerging ELLs / 180 minutes of integrated instruction for Transitioning and Expanding ELLs / 90 minutes of integrated instruction for Former ELLs (within 2 years of transitioning out of ELL services).

In order to provide these minutes of ENL instruction, the ENL teacher provides pull-out/standalone ENL instruction for ungraded homogeneous groups of Entering and Emerging ELLs 4 times a week for 45 minute periods. Furthermore, the remainder of the ENL teacher's schedule is dedicated to providing push-in/integrated ENL instruction in Brooklyn Arbor classrooms. This allows the ENL teacher to partner with various classroom teachers in lesson planning and instruction, as he scaffolds learning for small groups of ELLs in various grades and across content areas. In order to accomplish this, ELLs in various grades are grouped in classrooms together, sometimes (but not always) with mixed proficiency levels. In this way, the ENL teacher provides 45 minutes of integrated ENL instruction 4 times a week to all ELLs (Entering, Emerging, Transitioning, and Expanding) at Brooklyn Arbor. Furthermore, our population of former ELLs (within the last two years) is also carefully arranged throughout our ELL focused grade classrooms. In this way, they can join the small group integrated ENL instruction for a minimum of 90 minutes per school week. This new ENL program model ensures that all ELLs (current and former) receive the mandated minutes of instruction in the appropriate fashion as per CR Part 154.2.

At Brooklyn Arbor, the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten-day period, students spend five full days being instructed in Spanish and five full days being instructed in English. Our dual language classes are self-contained. As per CR Part 154.2, ELL students placed in Dual Language classes receive well over the minimum of 360 minutes of bilingual instruction per week (2 units of study) for students classified as Entering and Emerging ELLs, the minimum of 180 minutes of bilingual instruction per week (1 unit of study) for students classified as Transitioning or Expanding ELLs, and the minimum of 90 minutes of bilingual instruction for Former ELLs (within the last two years).

A2.a. Our ENL students participate in a pull-out program designed with their home language taken into consideration. For example, students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of all materials that are distributed. Furthermore, 25% of the curriculum engages our students in their home language which provides the mandated percentage of Home Language Arts instruction (HLA). Whether it is singing a song in Spanish, doing a read-aloud with a Spanish Language book, or presenting an article on the rainforest in Spanish for our students to engage in grade level content, Native Language support (HLA) is designed into the curriculum that guides our ELLs not to replace their language with English, but to become bilingual citizens of the world.

At Brooklyn Arbor the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten day period, students spend five full days being instructed in Spanish and five full days being instructed by English, providing the required Native Language support or Home Language Arts (HLA) instruction for both ELLs and EPs.

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.

A3. Our Dual Language program serves English and Spanish speaking children. All students are taught together throughout the day. The language of instruction changes via the alternating full-day model of instruction, allowing for instruction in both languages to be balanced throughout all content areas. For reading and writing, teachers use the Teacher's College Reading and Writing Workshop. The workshop is either taught in English or Spanish, depending on the day. For math, teachers use GoMath resources in both English and Spanish. All students have two copies of the workbooks--one in English and one in Spanish. Students do phonics work in both English and Spanish – Foundations is used for English and Estrellita for Spanish. For Science we use Harcourt and FOSS. FOSS lessons and workbooks are available in both English and Spanish. Social studies lessons are conducted in both languages. ELLs and SLLs are supported via use of visuals, direct vocabulary instruction and use of the SIOP approach to lesson planning to scaffold language learning within the context of content area instruction. In this way, we foster ELL language development while striving toward the Common Core Learning Standards. Dual Language teachers have social studies, science and math libraries in both languages to fully support content area instruction.

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

A4. Students in the dual language program who are identified as native Spanish speakers based on the HLIS and parent/student interview, are given the Spanish LAB in addition to the NYSITELL to determine language of dominance. Throughout the instructional year, students are given a variety of home language assessments to determine levels of performance in their native language (Spanish). The Spanish Fountas and Pinnell "Sistema de evaluacion de la lectura" is used to monitor native language reading level. Spanish running records are given three times per year. Student high frequency word knowledge is assessed using

the Fountas and Pinnell kit as well. The Estrellita phonics program is used to measure knowledge of Spanish letter sounds as well as decoding abilities. These formal assessments, coupled with informal classroom assessments (conferences, guided reading, Spanish writing and math samples) provide us with a wealth of information regarding native language strengths and areas for growth.

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

A5. Students take formal Periodic Assessments in the Fall and Spring of the school year to give teachers more information about what students have learned. Teachers use these assessments—along with other school work and what they see in class—to learn in which modalities (listening, speaking, reading, writing) students need more help and plan targeted instruction. Furthermore, the ENL teacher administers informal assessments in February and March focusing on each of the four modalities using various grade aligned listening, speaking, reading, and writing exercises from NYSESLAT prep book “Getting Ready for the NYSESLAT and Beyond”. This allows students a chance to get used to the type of exercises they will be asked to successfully navigate on the state exam. The goal of this approach is to provide our ELLs with a sense of familiarity to the challenges (in each modality) that they will face on the NYSESLAT in May, while providing them strategies for success.

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

A6.a. SIFE students are taught using a multi-sensory and multicultural approach. Furthermore, if determined appropriate, SIFE students are prime candidates for the rigorous and personalized instruction provided by our Response to Intervention (RTI) program. Regardless, ENL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students work with the ENL teacher who operates a pull-out/push-in (stand alone/integrated) model. The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language. SIFE students have their SIFE status removed once they score at the intermediate/transiting level or higher on the NYSESLAT.

A6.b. The majority of our ELL population has been in US schools for less than three years and, as a result, are classified as newcomers. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas. Those students who have just arrived to the United States are placed in either a Dual Language class or an ENL class for Newcomers. This ENL class utilizes the “In the USA” Newcomer literacy program created by National Geographic. Class activities focus on essential language and literacy skills, as well as, most importantly, vocabulary acquisition. Tactile and kinesthetic vocabulary exercises are interwoven with a heavily scaffolded (i.e. visuals and use of native language) phonemic awareness and phonics based curriculum. These students are “on the radar” of every Brooklyn Arbor teacher, and every possible “teachable moment” is utilized to help them acquire the meaning of another word, as they prepare the foundation for their future fluency in the English language.

A6.c. ELLs who have been receiving services for between 4-6 years are classified as Developing. This population is a minority in our ELL program and the majority of students at Brooklyn Arbor under this classification have reached the Expanding/Advanced level. Those who continue to struggle to test out of the Emerging level have their progress reviewed by the principal and relevant teachers/service providers in order to determine if they are a candidate for the RTI program. Developing ELLs have, by this time, usually amassed an array of abilities in regards to communicative competence and oral skills over the course of years of ELL instruction. Therefore, as the years progress and assessments are used to determine specific areas of weakness, especially in regards to reading and writing, a team of educators including the ENL teacher, Dual Language teachers, Reading Specialist, and Administrative leaders convene to develop a plan of focused instruction to best assist this student as they transition into Middle School.

A6.d. Presently, Brooklyn Arbor services grades PK-5. Therefore, in order for a student to qualify as a Long Term ELL (7+ years of ELL services) while enrolled at Brooklyn Arbor they would have to begin ELL services in Kindergarten, repeat at least one grade, and remain in the program throughout their entire Elementary school career. If such an event were to happen (it has not yet happened throughout Brooklyn Arbor’s four year history), the student would have amassed an array of abilities in

regards to communicative competence and oral skills. Therefore, as the years progressed and assessments were used to determine specific areas of weakness, especially in regards to reading and writing, a team of educators including the ENL teacher, Dual Language teachers, Reading Specialist, and Administrative leaders would convene to develop a plan of focused instruction to best assist this student as they transition into Middle School.

A6.e. Students who have reached proficiency are still offered support for up to two years after they pass the NYSESLAT. This support comes in the form of 90 minutes of integrated ENL instruction a week where Former ELLs are provided direct support across content areas as they work toward Common Core standards within their own classrooms. Furthermore, all students in this category are offered extended time (1.5x) on all testing (New York State, Acuity, classroom, etc.). The ENL teacher will be notified of any students who are still struggling with any academic area in order to provide them, and their teacher, with additional support.

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.

A7. When a student is re-identified as an ELL or non-ELL, based upon approval of the principal and subsequent approval by the super-intendant, that student's academic progress is monitored closely by qualified personnel throughout the following 6-12 months. Within this time period, the principal reviews the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination to change their ELL status. The principal consults with all teachers and service providers directly involved in this child's educational journey and reviews relevant classwork across content areas (focusing on language ability). Based on the recommendations the principal receives, the classwork the principal reviews, and input from the student's parent/guardian, the principal will confirm or reverse their decision. If the principal believes the student has been adversely affected by the determination, they must provide additional support services for the student as defined in CR Part 154-2.3 and may reverse this new determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, they must consult with the superintendent. Final decision notification must be in writing to the parent/guardian, in their preferred language, within 10 school calendar days.

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?

A8. The ENL teacher plans closely with the classroom teachers, in order to provide scaffolding for classroom content so that the students have the tools necessary to incorporate this learning into their personal knowledge. They then can work with the information at a higher level of understanding. The following methods of instruction are followed in all classrooms: (1) Guided reading of additional language appropriate texts to develop background knowledge. (2) Explicit vocabulary instruction on key words and concepts. (3) Additional practice of foundational concepts. (4) Use of visuals to aid comprehension. The ENL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each student build language fluency upon the phonics knowledge foundation they acquire through consistent use of the technology based Reading Bear program.

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

ELL-SWD students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments with the school psychologist, classroom teacher, and ENL teacher, along with indications on the IEP, students are grouped by need and given appropriate individualized instruction by special-ed support

Chart

teachers while simultaneously being enrolled in the ENL program. Therefore, ELL-SWD students receive more scaffolding than the general-ed students in their heterogeneous ENL group. When logistically possible, we always aim to provide push-in services for ELL-SWD students. The ENL teacher works closely with the special-ed teachers and with all the paras in each classroom to design activities and programs to support the needs of the ELL population in those classes. The ENL teacher works in tandem and meets regularly with all the student's classroom teachers and other service providers.

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?

A9. ENL planning and scheduling is a cooperative effort between the ENL teacher, classroom teachers & various other service providers mandated by a student's IEP, designed to ensure that ELL students receive grade appropriate content and materials with additional support. Brooklyn Arbor ensures that flexible programming is used to maximize time spent with non-disabled peers by integrating ELL-SWDs in heterogeneous ENL groups, as well as heterogeneous afterschool clubs that focus on a variety of subjects, from literacy groups to yoga, cooking, and drama. Furthermore, Brooklyn Arbor has ICT classrooms in the 1st, 2nd, 3rd, 4th, and 5th grade levels.

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 <u>per week</u> (360 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/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 <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 <u>or</u> Content Area, <u>or</u> 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(uu) of this Title. All programs must be provided during the school day. | | | | | |

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



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

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

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

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | 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.

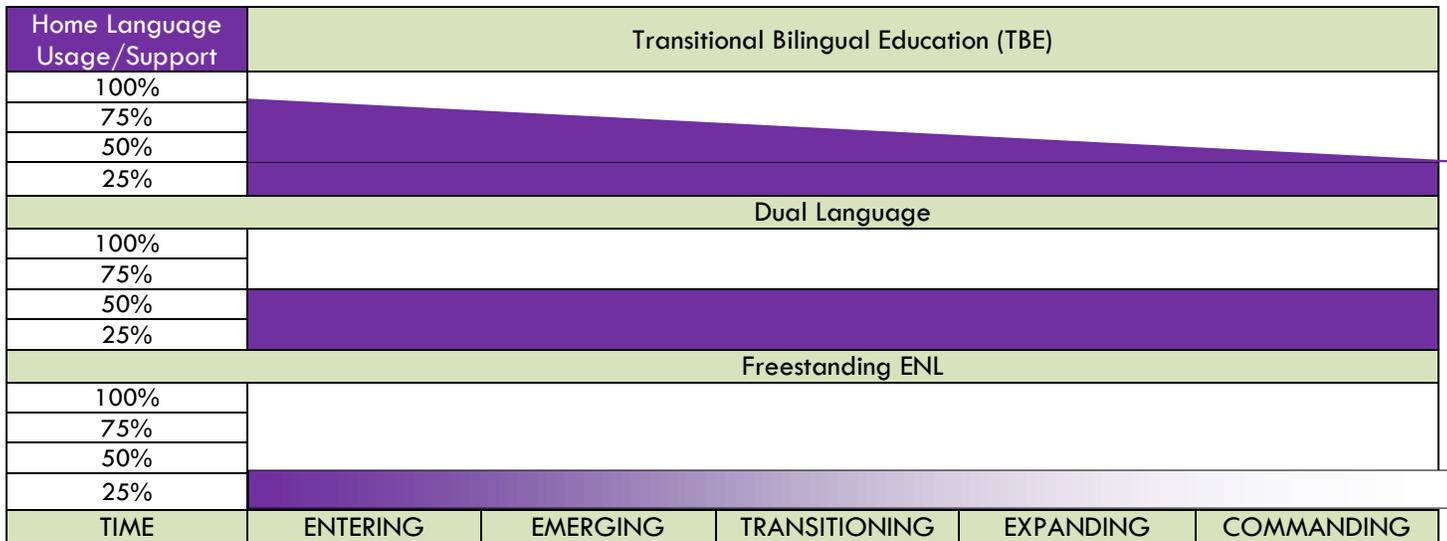


*Note: “other approved services” does not apply to New York City at this time.

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.

A10. Brooklyn Arbor offers a range of targeted intervention services for ELLs in ELA, math and other content areas. Our three-tiered Response to Intervention (RTI) program provides early, systematic assistance to children who are having reading difficulty. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Our ELA-focused RTI program involves a second tier: small group instruction with the ENL teacher, as well as a third tier: one on one instruction with a bilingual SETSS specialist. Furthermore, Home Language support is provided in both ELA and small group math instruction through various bi-lingual staff members as well as a variety of native language resources such as books, flashcards, and digital media. The ENL teacher also supports classroom instruction and school wide curriculum by reviewing math, science and social studies content lessons with ELL students during periods of Integrated ENL instruction using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building (2) graphic organizers (3) digital media (4) TPR (total physical response) (5) nursery rhymes (6) puppetry; (7) music (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to greater language acquisition and enriched language communication and expression. These strategies are used to help each students build language fluency upon the phonics knowledge foundation they acquire through consistent use of the technology based Reading Bear program. Furthermore, our targeted intervention programs for ELLs include a school-wide implementation of Thinking Maps. Thinking Maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide support and consistency for our ELL-SWDs across a variety of content areas such as ELA, Social Studies, and Science.

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

A11. At the beginning of the school year, patterns across NYSESLAT modalities are reviewed by the ENL teacher. The ENL teacher then relays relevant student information and progress to each ELL's teacher for the new school year. The ENL teacher uses this information in order to create a schedule of stand alone and integrated ENL instruction by grouping the students in grade and skill ranges that will challenge all learners and best suit their academic needs. These various classes of ENL students then pursue a curriculum that, while working in tandem with grade level themes and topics, provides the basic foundational language skills needed to progress toward fluency. Each ENL group focuses on undeveloped skillsets in individual student through planned differentiation.

Three years ago, our ELL population went from being composed of primarily Beginner ELLs (in respect to the four modalities of the English Lanaguage) to primarily Advanced ELLs. With so much upward movement, we believed that Brooklyn Arbor was on the right path in our approach to supporting and guiding our English Lanuage Learners toward fluency. The following year, we had 22 of 43 students reach the proficient level of the NYSESLAT examination. Last year, we had large number of newcomer students join our ELL population. We adapted our approach in order to best suit the needs of these students. Upon reviewing the data provided by the NYSESLAT at the beginning of this school year, it is evident that nearly half of our ELLs have again progressed to the Advanced level, while the majority of our Beginner ELL population has made healthy progress in their reading levels and language ability. We will continue to learn how to better support and guide our ELL population as we refine our approach in the years to come.

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

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

A12. In order to meet the mandates of the CR Part 154.2, the ENL program at Brooklyn Arbor has evolved from a pull-out model to a split standalone and integrated ENL model that consists of both pull-out instruction for Beginner ELL, as well as push-in instruction for Beginner, Intermediate and Advanced ELLs. Furthermore, the Dual Language program has grown to include 3rd grade. The Dual Language program currently services grades K-3 and will continue to grow in size every year until it services grades K-5.

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

A13. This is Brooklyn Arbor Elementary's first year at full size (PK-5). Our programs are continually being refined for greater academic success. While we are currently adapting and growing our ENL program model to meet the instructional mandates of the CR Part 154.2, we have yet to see the need to discontinue any ELL programs/services. Potential program changes may take place after the principal meets with ELL related staff for the end of year program review.

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

A14. ELLs have equal access to all school programs and services at Arbor Elementary. ELL students participate in all classes (including technology, global arts, music, and wellness) equally with their English proficient peers. All written communications to, and conversations with, student families are translated into their home language in order to constantly raise awareness of all school related issues, events and offered services. All students at Arbor Elementary, including our ELL students, can receive a variety of supplemental services regardless of language barriers. These services include our Dual Language after school program and our ENL Newcomer program. In these programs, ELLs receive small group instruction on essential language and literacy skills. Furthermore, we intend to host a Saturday NYSESLAT academy this year, where ELLs of all classifications can receive small group instruction focused on exercises related to each of the four language modalities in preparation for their NYSESLAT examinations in the Spring.

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.

A15. ELL students at Brooklyn Arbor have a variety of instructional materials, both in the ENL room as well as in their own classrooms, providing them language support on their journey from fear to fluency. No matter the level of their English Language ability, there are materials available to them that suit their learning needs. For example, Newcomers and SIFE students explore English using language manipulatives and audio books with visual supports via laptops, iPads, or smartboards. Furthermore, Developing and Long Term ELLs develop literacy skills using Moving Into English textbooks, as well as the technology based Reading Bear phonics program and interactive National Geographic magazines. These are in addition to the many teacher-created tools, which include visual and language supports. We also have SmartBoards, Elmos, and iPads available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all teachers and students to utilize throughout the school day. Additionally, Home Language materials are also used to support ELLs as they progress toward bi-lingual fluency. Home Language labels, dictionaries, books, flashcards, songs and digital media are incorporated throughout lessons to provide necessary home language support.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

A16. Our ELLs participate in an ENL program designed with their home language taken into consideration. For example, students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of all materials that are distributed. Furthermore, 25% of the curriculum engages our students in their native language. Whether it is singing a song in Spanish, doing a read-aloud with a Spanish Language book, or presenting an article on the rainforest in Spanish for our students to engage in grade level content, Home Language support is designed into the curriculum that guides our ELLs not to replace their language with English, but to become bilingual citizens of the world.

At Brooklyn Arbor the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten day period, students spend five full days being instructed in Spanish and five full days being instructed by English, providing the required Native Language support for both ELLs and EPs. Our dual language classes are self-contained. We have one bilingual dual language class in each of the following grade levels: kindergarten, 1st, 2nd, and 3rd grade.

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

A17. We ensure that required services support and resources correspond to ELLs' ages and grade levels by employing the Fountas and Pinell system for leveling our books and matching students to their appropriate level via periodic running record assessments. Furthermore, our teachers are constantly looking for books that align with grade content as well as individual student interest in

order to fully engage our learners and promote their enthusiasm for acquiring new words, stories, and language abilities.

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).

A18. In the spring, parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit the school and their future classrooms. Thus, before school begins parents and students have had a warm and informative introduction to our school. Students who arrive in the midst of an active school year are introduced to the students and staff by the school psychologist or parent coordinator (both of whom are bilingual). These students are assigned a "buddy" to help acclimate them to school routines, expectations, and culture. All newcomer students, no matter their age or grade level, are gifted a Newcomer binder. This binder includes a picture dictionary for the essential school staff and a map simplifying our school geography in order to ensure familiar faces and decrease confusion. The binder always comes with an array of worksheets and activities to help any overwhelmed and busy teacher, more easily begin incorporating their newcomer student into class work, while gauging and developing their newcomer student's language ability and vocabulary knowledge.

19. What language electives are offered to ELLs?

A19. ELLs are offered three language electives through our afterschool programs. Our Dual Language afterschool program provides continued language support and small group instruction for ELLs within the DL program. The Newcomer afterschool program, for ELLs who have been in the country for less than three years, provides small group instruction on essential language and literacy skills. Also, our Saturday NYSESLAT academy provides ELLs of all classifications small group instruction focused on exercises related to each of the four language modalities in preparation for their NYSESLAT examinations in the Spring.

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)?

A20.a. Brooklyn Arbor has self-contained DL classes in K-3. Our program will expand to reach students in K-5. ELLs and EPs are fully integrated throughout the instructional day.

A20.b. Each core content area is taught in both Spanish and English (reading, writing, science, social studies and word work).

A20.c. At Brooklyn Arbor the dual-language program follows an alternating full-day model of language instruction. Students spend full days immersed in either English or Spanish. Over a ten-day period, students spend five full days being instructed in Spanish and five full days being instructed by English. Our dual language classes are self-contained.

A20.d. Brooklyn Arbor follows a simultaneous model of literacy instruction. Students are taught early literacy skills in both languages simultaneously. Dual-language teachers are introducing students to literacy practices in their first language (whether that be English or Spanish) while simultaneously introducing these same skills in their second. Although the teachers' expectations are for their students to master one language before the other (depending on their native tongue), they are given the room and flexibility in the classroom to learn to read in two languages at once, even as they are still developing cognitive-oral skills in a second language.

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.)

B1. Professional development has been and will be ongoing for all teachers at Brooklyn Arbor Elementary. Common Branch, classroom, bilingual and ENL teachers all participate in Professional Developments specifically regarding our ELL population throughout the school year. The ENL and Dual Language teachers attend PD training in areas regarding technically specific aspects of servicing ELLs and their families as well as navigating ELL data. These include DOE run PD trainings such as "Using Data to Set Academic Goals for English Language Learners" and the "English Language Learner Parent Conference". Our ENL and DL teachers also regularly attend ELL focused PD trainings at Teacher's College. Current PD trainings listed for these staff members on our calendar include: Toolkits for Supporting Diverse Learners: Developing Data-Based Tools and Methods that help you adapt your workshop structures and upcoming units to provide potent help for kids with IEPs and all learners; Learn from a National Think-Tank on supporting English Language Learners in Reading and Writing units of Study; What you need to know about teaching foundational skills in Reading and Writing to ELLs; Assessing and Teaching Spanish speaking readers; Tapping into ELLs cultural and linguistic backgrounds in the Literacy Curriculum; Shared Reading for ELLs. We also have a Teacher's College developer who is an ELL specialist who is working with our ENL and DL teachers, as well as our entire teaching staff for a total of 10 full days in-house throughout the coming school year. She meets with all grades during weekly grade team meetings and does inquiry work around ELL student work. Furthermore, there are professional development planning periods at Brooklyn Arbor during which the ENL teacher, the Dual Language teachers and the classroom teachers meet, share, and plan in order to maximize English Language acquisition for our ELLs. During these PD planning periods, instructional strategies such as scaffolding, modeling, bridging, contextualizing, use of realia, schema building, graphic organizers, digital media, TPR (total physical response), role play and readers' theatre – are discussed, explored, and adapted to meet the needs of specific students. The aim of the program is to increase English Language proficiency, develop academic language, and content area knowledge. There is concentration and scaffolding revolving around the four language modalities: Listening, Speaking, Reading, and Writing. By participating in these PD planning periods, the DOE run PD trainings, as well as Teacher's College trainings and collaborations, all of the teachers at Brooklyn Arbor (common branch, classroom, bilingual, ENL, Special-Ed etc.) will continue to learn and hone instructional strategies that promote ELL language acquisition.

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?

B2. In order for our teachers to guide and support our ELL population as they strive to engage in Common Core Learning Standards, our ENL and Bilingual teachers attend a variety of Teacher's College workshops and DOE PD trainings before turnkeying this information to the rest of the Brooklyn Arbor staff via lunch and learns and grade planning meetings. These include DOE run PD trainings such as "Using Data to Set Academic Goals for English Language Learners" and the "English Language Learner Parent Conference". Our ENL and DL teachers also regularly attend ELL focused PD trainings at Teacher's College. Current PD trainings listed for these staff members on our calendar include: Toolkits for Supporting Diverse Learners: Developing Data-Based Tools and Methods that help you adapt your workshop structures and upcoming units to provide potent help for kids with IEPs and all learners; Learn from a National Think-Tank on supporting English Language Learners in Reading and Writing units of Study; What you need to know about teaching foundational skills in Reading and Writing to ELLs; Assessing and Teaching Spanish speaking readers; Tapping into ELLs cultural and linguistic backgrounds in the Literacy Curriculum; Shared Reading for ELLs. We also have a Teacher's College developer who is an ELL specialist who is working with our ENL and DL teachers, as well as our entire teaching staff for a total of 10 full days in-house throughout the coming school year. She meets with all grades during weekly grade team meetings and does inquiry work around ELL student work.

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

B3. Educators of ELLs transitioning to upper elementary grades are notified of neighboring or district-wide programs and schools as well as open houses via: emails and invitations to DOE and school-sponsored meetings and open houses. Teachers share this information with the parents/guardians of ELLs in their preferred language, and offer to meet with the parent/guardian in conjunction with the student's ENL service provider and guidance counselor in order to discuss how to best support them during their transition to Middle School.

The Guidance Counselor provides staff with Professional Development on how to best assist English Language Learners as they transition from Elementary School to Middle School. To help create a safety net for ELLs and encourage a smoother transition, Brooklyn Arbor staff is encouraged to collaborate with Middle School staff. Both Brooklyn Arbor and Middle School staff should discuss key factors regarding their ELLs. Such key factors include: The ELL's home language and background experiences; How long the ELL has been in an ESL program; The ELL's level of English language proficiency or development in each of the four domains

(speaking, listening, reading, and writing); The courses the ELL has previously taken and grades in course-work; The courses the ELL will need to take to graduate; The kind of language support available at the old and new school; The student's academic strengths and area of need; The student's personal strengths and area of need; Any pertinent information about the ELL that might affect his/her learning; What kind of personal support the ELL had in the old school and will have in the new school. Staff in Brooklyn Arbor are encouraged to emphasize the positive aspects of moving ahead to middle school, whereby minimizing the fear in the minds of their ELLs. They can make an effort to teach positive coping strategies and encourage ELLs to think of the transition to middle school as a challenge and an opportunity for intellectual and social growth. Staff should also gradually prepare ELLs for the academic challenges of Middle School by gradually increasing the amount of autonomy they expect of ELLs in completing assignments. ELLs should practice working in groups and supporting each other. This will help them learn strategies for coping with increased academic demands. They should also learn to self-regulate by breaking large tasks into manageable pieces. Staff in Brooklyn Arbor are encouraged to engage in group discussions, role-play, behavioral reflection, and self-exploration, to help ELLs plan and prepare for a smooth transition to Middle School. Through the use of these techniques, ELLs can learn stress management, peer mediation, conflict resolution, problem solving, and appropriate social interaction skills. Resources were provided by the GC on how to implement the above techniques effectively.

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.

B4. Brooklyn Arbor ensures that 15% of the required professional development hours for all teachers are dedicated to language acquisition. In order to reflect the changes in the ENL program model to include Integrated ENL instruction, these professional developments include a focus on best practices for co-teaching strategies as well as integrating language and content instruction for ELLs. Furthermore, all bilingual and ENL teachers have a minimum of 50% of their required professional development hours dedicated to language acquisition in alignment with core content area instruction. These professional developments also include a focus on best practices for co-teaching strategies as well as integrating language and content instructions for ELLs. These professional development targets are reached by our ENL and Bilingual teachers through attendance to a variety of Teacher's College workshops and DOE PD trainings before turnkeying this information to the rest of the Brooklyn Arbor staff via lunch and learns and grade planning meetings. Notes from all trainings are typed and submitted to the administration. All PD records, including notes, agendas and attendance, are compiled and maintained by the Administration in the school's main office.

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?

C1. Utilizing our Title III funds, Brooklyn Arbor organizes an ELL Parent/Teacher night with ELL related staff from both the ENL and Dual Language programs following February break and before the NYSESLAT examinations begin in the Spring. These 30 minute sessions between ELL Parents and teachers (with translation services provided by the Parent Coordinator Maria Molina when necessary) focus on each child's language development progress and needs in all content areas. During this time, the goals of the program, as well as the data from the child's language proficiency assessment results are reviewed and discussed. Parents and teachers are also encouraged to use this time to develop or refine at-home support plans for all ELLs. Attendance is recorded using existing procedures for Parent/Teacher nights.

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.

C2. Parent outreach in regards to ELL Parent/Teacher night is a coordinated effort between ELL teachers and the Parent Coordinator. Written notifications and invitations, in both English and the family's home language, are sent home requesting each parent reserve a 30 minute block of time in which to meet and review their child's language progress. Teachers follow up with parents in person during dismissals in the weeks that follow letter distribution. After this, the parent coordinator, who is bilingual, makes phone calls home to make contact with those parents who have yet to reserve a 30 minute block for their teacher meeting. Records of attendance for ELL Parent/Teacher night are collected from the ENL and Dual Language teachers and stored in the main office in accordance with existing procedures for Parent/Teacher nights.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

C3. We take great pride in being a collaborative learning community providing parents with workshops to keep them informed of important topics concerning their children, and the learning environment in our school. We also reach out specifically to our ELL parents to make sure they feel included in the Arbor Elementary community. Our ENL teacher/ELL Coordinator, our Dual Language Coordinator and our bilingual Parent Coordinator are in regular contact with our ELL families to ensure that they receive necessary translation services. The Dual Language program has a series of parent meetings throughout the year aimed at supporting parents of ELLs and SLLs. The school provides free language translation services via school staff, parent volunteers or services offered by the DOE on parent conference days. Furthermore, all written communications are translated into the family home language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

C4. At the present time we are able to meet the needs of our ELL parents through our own workshops and outreach. Many of our ELL workshops are parent based and promote literacy growth through interactive technology programs and family reading activities. Throughout these workshops and outreach programs bi-lingual staff members such as our Parent Coordinator Maria Molina, our School Secretary Elizabeth Ortega, or our Assistant Principal Cristina Albarran offer translation services. Many of our ELL students attend our after-school program that is run by our partnership with the St. Nick's Alliance, a local Community Based Organizations.

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

C5. In the beginning of each school year classroom teachers send home surveys to each family to collect information about parent needs and concerns in order to establish an open dialogue. With the information extracted from these surveys, we are able to meet in grade teams and discuss the relevant needs of our parents and the possible steps we can take and/or workshops we can provide to meet these needs. Through the efforts of our bilingual Parent Coordinator, we have open lines of communications via telephone, email or face-to-face meetings to ensure that parents are comfortable and feel welcomed in our school building. Again, through telephone translation services and bilingual staff, we can address their needs in their native language. Ensuring that parental needs are met is a priority. Furthermore, the PTA's voice is a growing force for good at our school and the topics of importance to our parents are regularly discussed at our monthly School Leadership Team meetings.

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

C6. The school identifies the needs of the ELL parents at ELL Orientation Sessions and ELL Parent Teacher conferences. The Parent Co-ordinator leads this effort, by establishing first contact and creating an open and trusting dialogue with ELL families. She is present at all ELL orientation sessions and ELL parent teacher conferences to provide translation services if necessary and serve as a constant reference point for parent questions and concerns. Through information collected from parents themselves, we carefully select the topics of parent workshops to ensure that parents receive the most up-to-date and pertinent information regarding their children's educational and health needs. Adult ENL classes (Beginner and Advanced) are offered in the school building. The ENL teacher and school staff encourage all parents who would benefit to attend, both in writing and in conversation. We work collaboratively with our Parents Association to ensure that we address the needs of our families. Parents are always welcome in our school and are encouraged to get involved when the opportunities present themselves, such as Family Fridays in our grade classrooms every week.

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.

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

School Name: Brooklyn Arbor

School DBN: 14k414

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) |
|-----------------------|--|-----------|-----------------|
| Eva Irizarry | Principal | | 10/15/15 |
| Cristina Albarran | Assistant Principal | | 10/15/15 |
| Maria Molina | Parent Coordinator | | 10/15/15 |
| Daniel Josiah Houston | ENL/Bilingual Teacher | | 10/15/15 |
| Waldo Walle | Parent | | 10/15/15 |
| Sara Yerry | Teacher/Subject Area | | 10/15/15 |
| Emily Pryor | Teacher/Subject Area | | 10/15/15 |
| | Coach | | |
| | Coach | | |
| Chaya Gahfi | School Counselor | | 10/15/15 |
| Alicja Winnicki | Superintendent | | |
| | Borough Field Support Center Staff Member | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K414** School Name: **Brooklyn Arbor**
Superintendent: **Alicja Winnicki**

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.learn DOE.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 children are registered (or within 30 days of a student's enrollment), the primary language spoken by the parent of each student is determined through information collected via ATS, Blue Card data, and individual teacher surveys throughout grade classes. Once parents specify their preferred or primary language, this information is entered into ATS. The "Adult Preferred Language Report" is run to assess the language needs for the entire school. This information is shared with staff to ensure they make the appropriate plans to communicate most effectively with families. A report, updated periodically, is kept in the main offices that lists the languages parents speak, separated by class and grade.

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

Approximately 26% of the parents specified that they require and prefer information and all forms of communication in Spanish. Other languages include: Hebrew, Mandarin, Cantonese, Japanese, German, Dutch, French, Arabic, Indonesian, Bengali, Italian

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.)

Distributed at the beginning of the year: Parent Handbook, Family Calendar
Distributed throughout the school year: Letters from School, After-school program information forms, PA Meeting Flyers, Event Flyers, tour flyers, Attendance Letters, etc.

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.

"Meet the Staff Night" on September 17
Parent Teacher Conferences (Fall and Spring)
PreK and K Orientation in August
"The Year Ahead Night" in June

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.

Brooklyn Arbor provides regular and timely translation, wherein words of one person are communicated to others in writing in a different language. All correspondence (report cards, progress reports, PA newsletters, posters, invitations, letters, etc.) are translated into Spanish. All documents in English that are to be sent home are forwarded to our in-house translator or to our volunteer parents. The documents are translated within 24 hours and electronically returned to the sender upon completion. All translated documents (except those that refer to individual students) are housed in a file sharing website for all staff members to access.

We provide timely interpretation services at group and one-on-one meetings upon request. We ensure that parents are able to communicate with teachers, guidance counselors, the school nurse, and other school staff regarding critical information about their child's education, health, safety or entitlements. Our school's secretary and Parent Coordinator (who both answer the phone lines and greets parents in the main office) are fully bilingual. Our Assistant Principal and at least 15 staff members are also fully bilingual and provide translation throughout the school day or as requested. Furthermore, a roster of bilingual staff is distributed to all school teachers for translation assistance, which is especially helpful during large school events such as Parent Teacher Conferences. Lastly, the Parent Association officers also provide translation using headsets. As per the Chancellor's Regulations, minors may not serve as

interpreters for school staff or parents during any formal or informal meetings where student achievement and/or school conduct are discussed.

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.

Brooklyn Arbor will use a combination of over-the-phone, written and in person translation. Our bilingual staff will provide these services. When needed, staff members will dial in the Translation and Interpretation Unit.

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.)

Translating documents and meetings is mentioned in the Staff Handbook and reviewed during our new Staff Orientation Day, this includes a short Professional Development that covers the steps involved in requesting translation services and over the phone interpretation services (all teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over the phone interpretation. Before all planned meetings with families, teachers are reminded of the services available to them for interpretation services.

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

We will post in a central location (at or near the main entrance) a sign in each of the covered languages indicating the availability of interpretation services. In addition, each parent whose primary language is a covered language and who requires language assistance will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services

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)

Feedback is gathered at School Leadership Team Meetings and at PA Meetings. Parents also fill in yearly surveys wherein they communicate how their needs are met. We plan on reaching out to ELL parents at create a focus group representing all cultures and languages represented in our school to gather feedback on our current system and brainstorm possible improvements to be implemented before the following school year.