2024-2025
COMPREHENSIVE
EDUCATIONAL PLAN (CEP)

DBN	16K628
School Name	Brooklyn Brownstone School
Principal	Alexander Brunner

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) is developed by the School Leadership Team (SLT) in accordance with the requirements of **Chancellor's Regulation A-655**. The CEP satisfies all regulatory requirements set forth by the New York State Education Department (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with NYC Public Schools' (NYCPS) system-wide priorities below.

Schools should focus their CEP on the five system-wide priorities below, connecting their planning to the data discussions and conversations with stakeholders held as part of the school's needs assessment:

- Priority 1: All students learn to read well
- Priority 2: All students are physically and emotionally safe
- Priority 3: All students have a high-quality academic experience
- Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security
- Priority 5: All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

The Education Planning Process

The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of system-wide priorities, followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify priority needs and root causes. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**imely—SMART goal(s) aligned to each priority. Next, the SLT determines targets to measure progress toward meeting the annual goals.

The SLT, in collaboration with other instructional leaders, identifies key strategies, creates progressive action steps including professional learning and activities to support parent, family and community empowerment, and monitors the implementation of those strategies and activities. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals, develop key strategies, and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the CEP. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program section of the plan. SLTs also develop a plan to address and reduce Chronic Absenteeism.

Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

1. Review Multiple Data Sources: Use the most current and available information including, but not limited to, the following sources of formative and summative data:

- Qualitative and quantitative data, including enrollment and class size trends
- 2023-24 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- Quality Review Reports, NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
- NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCPS Tools for Understanding Your Data** for student subgroup information

2. Analyze Data Trend(s) to Identify Areas of Strength and Need: Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability indicators?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

3. Identify Root Cause(s): After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below:

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on the **iPlan Portal Public Resources Page**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Brooklyn Brownstone School
District Borough Number (DBN):	16K628
Grades Served:	Pre-K -5
School Address:	272 MacDonough Street Brooklyn, New York 11233
Phone Number:	718.573.2307
Fax:	718.573.2434
School Contact Person:	Doreen VanCooten
School Contact Person Email Address:	dvancooten@schools.nyc.gov
Principal:	Alexander Brunner
United Federation of Teachers (UFT) Chapter Leader:	Deborah Paul
Parents' Association President:	Latasha Jackson
SLT Chairperson:	Khadijah Suluki
Title I Parent Advisory Council Chairperson (PAC):	Raeana Sweet
Student Representative(s) Middle /High School:	n/a
Student Representative(s) Middle /High School:	n/a

Community Based Organization (CBO) Representative:	Lashanda Harris

School-Based Students in Temporary Housing (STH) Liaison:	Khadijah Suluki

District Information

Geographic District:	16
Superintendent:	Brendan T. Mims
Superintendent's Office Address:	787 Lafayette Avenue, Brooklyn, NY 11221
Superintendent's Email Address:	bmims2@schools.nyc.gov
Phone Number:	929-336-6625
Fax:	

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

DBN	16K628
School Name	Brooklyn Brownstone School

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), the Parent and Family Engagement Policy (PFEP) and the 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Additional information and resources are available on the **School Leadership Team Resources** page. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the position and constituent group represented, e.g., parent-PTA, staff-UFT, student. Note: Two student minimum required for high schools; SED requires Middle Schools identified for the CSI/ATSI/TSI support model to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Alexander Brunner	Principal/ SLT Chair	
Deborah Paul	UFT Chapter Leader	
Latasha Jackson	PTA President	
Khadijah Suluki	DC37	
Sade Solomon	PTA/ Parent	
Mrissa Williams	PTA/ Parent	
Casey Pryor	Parent/ SLT Co-Chair	
Naima Oyo	PTA/ SLT Secretary	
Ornella Rogers	UFT/ Teacher	
Lindsey Bair	UFT/ Teacher	
Jerrell Lewis	PTA/ Parent	

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on **Assembling Your Team** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the individual's position and constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic 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
Alexander Brunner	Principal	
Deborah Paul	UFT/ Teachers	
Latasha Jackson	PTA/ Parents	

SECTION 4: SCHOOL SUMMARY

School Summary

Directions: Complete this CEP Summary to serve as the "at-a-glance" narrative that provides contextual information about your school's unique characteristics. This summary and the entire Comprehensive Education Plan (CEP) should be shared with your school community. Please note that this summary and the CEP will be made available to the public through the iPlan Portal, an online space where school stakeholders can go to collaborate in the development of the school's education plans.

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	The Brooklyn Brownstone school is focused on providing a strong educational foundation and preparing our students to achieve academic and social excellence. We are committed to curriculum that has a proven track record of ensuring a strong academic base on which students can build higher order thinking skills that will help make them lifelong learners. We work everyday to instill the Brooklyn Brownstone School Core Values: Curiosity, Commitment, and Community. The Brooklyn Brownstone School is committed to empowering tomorrow's community advocates to become catalyst of change. Students will learn to be independent critical thinkers and creative problem solvers, and work productively within a diverse group to improve their community. In collaboration with families and community partners, we provide students with authentic learning experiences where they develop as scholars, advocates, artists, community and environmental stewards. We prepare students to meet and exceeds standards so they may enter and succeed in the high school, post-secondary schools, and careers of their choice.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	The Brooklyn Brownstone School, PS 628 is located in the heart of Brooklyn, in Community School District 16, Bedford-Stuyvesant. The school was founded by parents in 2008. We are an un-zoned school and provide priority admission to families that live in District 16. During the 2022-2023 school year, roughly 40% of Brownstone families lived outside of District 16. During the 2018-2019 school year, Brooklyn Brownstone School opened up their first ICT classes in an effort to improve access to families across the community. For the 2023-2024 school year, there will be an ICT class on each grade. During the 2019-2020 school year, Brooklyn Brownstone School expanded to include 3 sections of Kindergarten and 2 sections on every other grade, PK and 1-5. Regarding surrounding demographics, the school has become more diverse since it's inception. In 2022-2023, the school was comprised of the following; 1% Asian (3 students), 69% Black (1% more than the average D16 school and 3% more than other surrounding K-5 schools), 13% Hispanic of Latinx (10% lower than D16 schools and 5% less than other surrounding K-5 schools), 1% Native American (3 students, <1% Native Hawaiian/ Pacific Islander (1 student), and 13% White (9% more than the average D16 school and 5% more than other surrounding schools). Roughly 50% of Brooklyn Brownstone School 5th graders attended D16 Middle Schools including Madiba Prep, Brooklyn Green, and Stephen Decatur. Since Brooklyn Brownstone School was founded, the science of literacy has been a foundational component of our curriculum. All teachers, including specialists such as music and art were trained in Reading Reform, a direct phonics program. Since 2018, Brooklyn Brownstone School adopted FUNdations phonics. Since 2021, we have been using HMH Into Reading with FUNdations and Heggerty (phonological awareness) supplementing to ensure all students receive comprehensive literacy instruction. To develop teachers and school leaders content knowledge and pedagogical practices, all Early Childhood teachers and school administration are participating in a two-year LETRS (science of literacy) training with District 16. During the 2022-2023 SY, Brownstone staff formed their first literacy team, the Wordsmiths, a small group of teachers that designed a cohesive literacy block aligned to the science of reading. For the upcoming school year, all classes will be adopting this new literacy block structure. ...

Briefly summarize the key initiatives your school will implement this school year.	For the 2023-2024 school year, Brooklyn Brownstone School will create our first mathematics team of teachers, which will act as a counterpart to the Wordsmiths Literacy Team. Their focus will be restructuring the math block to prioritize building number sense and math fluency in addition to problem solving strategies. Brooklyn Brownstone School will utilize the Standards of Mathematical Practice when analyzing student actions and work products in the classroom in an effort to improve productive struggle and ensure all students are appropriately challenged. Partnerships include NTN Math to train school leaders and Solved Consulting to provide in-the-moment coaching for teachers. Schoolwide Priorities including an increased focus on vocabulary acquisition to build academic language and knowledge will be addressed through mathematics directly. In addition to the teacher-facing Professional Learning Community, Brooklyn Brownstone School is establishing the process of "instructional rounds" with teachers across grade levels in an effort build cohesive practices and ensure school-wide priorities are intentionally addressed in every classroom. Based on 22-23 data and parent feedback, Brooklyn Brownstone School will provided targeted literacy support for male black students. Volunteers will be assigned as mentors to small groups of students. Their experiences will include team building and field trips to build trust and comradery. The mentors will select appropriate character building books to use as a year-long book study in an effort to build a love of reading. Based on parent feedback, Brooklyn Brownstone School is also working towards adding enrichment opportunities for our students in STEM and dance. For the 23-24 school year, we applied for multiple arts grants in partnership with Mark Morris Dance Group; Arts and Literacy Grant, Arts and Family Engagement Grant, and Arts and SWD/ ELL grant. In response to feedback from Bed-Stuy Brilliance, we are also exploring opportunities to add a step team option for our 4th and 5th graders. In collaboration with District 16 we are exploring the possibility of new STEM partners. Through a grant with Congressperson Yvette Clarke, we are happy to introduce NY Sunworks hydorponics to our curriculum for the 23-24 school year.

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA/Math	Pre-K	NYC DOE Curricula	
ELA	K-2	Amira	
ELA	K-5	Houghton Mifflin Harcourt Into Reading	
Math	K-5	enVisions Math	
ELA	Pre-K - 2	Heggerty Phonemic Awareness	
ELA	Pre-K - 2	Wilson FUNdations	
ELA/Math	K-5	iReady	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 1 – ALL STUDENTS LEARN TO READ WELL

Priority 1 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students are not actively using tier 2 and tier 3 vocabulary in daily conversations and written responses.	According to the iReady EOY data report, 28% of students are one year or more below grade standards.	Students are supposed to learn 8 new words a day to reach grade-level proficiency and we currently average 4. There aren't enough opportunities for students and teachers to go over key vocabulary, reinforce its usage, and review different strategies for making meaning of unfamiliar words. Teachers may not be identifying domain specific vocabulary and holding students accountable for usage in daily conversations and written responses.
Students struggle with key ideas and details of nonfiction texts and synthesizing information using text features and structures.	According to the iReady EOY data report, 30% of students are one year or more below grade standards in the comprehension of nonfiction text.	Teachers may not be explicitly teaching the methods to determine the key ideas & details of nonfiction texts and how to synthesize information using text features and structures. Curriculum does not allocate enough consecutive time on informational text. Additionally, 4th and 5th grade ELA teachers are not teaching transferable reading skills.
Kindergarten to second grade students struggle with phonological awareness, which includes segmenting and blending the sounds of words.	According Acadience Report for first grade,37% of students are not proficient in nonsense word fluency.	Staff may not have the knowledge, skills, and practices aligned with the Science of Reading to support students in this area. There is not enough blending and segmenting activities and resources or enough practice time.

Priority 1

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for literacy outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Literacy

- Launch dyslexia screening, professional learning, and program pilots (as applicable)
- Implement foundational phonics curriculum for grades K-2
- Implement the strategies outlined in **NYC Reads**

Priority 1 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	71%	By June, 2025, literacy for All Students will improve, as measured by a 10% Increase, from 71% to 81%, of proficiency on the June Instructional Reports.

Priority 1 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
i-Ready Diagnostic Assessments	% of K-5 students performing on or above grade level	June 2024	77%	55%	70%	85%
Acadience Benchmark	% of K-2 students performing on or above grade level	Fall 2024	80%	60%	75%	85%

Priority 1 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Shared literacy curriculum and comprehensive reading block including HMH Into Ready, Heggerty, and Fundations Instruction, implemented with fidelity, in alignment with the Science of Reading.
Develop, refine and implement a 3-tier MTSS plan with research-based interventions that provide tailored social emotional learning and academic support for all learners inclusive of SWDs and MLLs
Data analysis with support from iReady curriculum associates PL and Acadience PL
Data Driven Instruction - grounded in key texts Get Better Faster and Driven by Data. Staff will engagein both in-class progress monitoring, targeted student intervention based on local measures (performance tasks) and interim assessments, priority learning plans after each interim assessment (BOY and MOY) that modify curricular pacing and content based on need.
Develop parents as true partners through workshops to understand literacy components, support their children at home, use and understand iReady, Acadience, and Amira, and for some parents, leverage them for tier 2 phonics intervention using Phonics to Reading.
School leader and teacher training in the Science of Reading to support the implementation of evidence-based practices for language and literacy instruction.
School leader training in implementing multi-tiered systems of support-based approaches to support teachers and creating an organizational vision and effective literacy instruction.
Utilize Acadience progress monitoring to track the impact of interventions and provide teachers and school leaders with relevant data to inform planning, teaching, and reteaching.

Root Cause Addressed:

Root Cause Addressed
Students are supposed to learn 8 new words a day to reach grade-level proficiency and we currently average 4. There aren't enough opportunities for students and teachers to go over key vocabulary, reinforce its usage, and review different strategies for making meaning of unfamiliar words. Teachers may not be identifying domain specific vocabulary and holding students accountable for usage in daily conversations and written responses.
Teachers may not be explicitly teaching the methods to determine the key ideas & details of nonfiction texts and how to synthesize information using text features and structures. Curriculum does not allocate enough consecutive time on informational text. Additionally, 4th and 5th grade ELA teachers are not teaching transferable reading skills.
There is not enough blending and segmenting activities and resources or enough practice time.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
LETRS Training forall Early Childhood Teachers
HMH Into Reading Working Group
Daily small group instruction. Weekly data meetings to track progress of all students. Weekly common planning time meetings. Progress Reports. iReady Fall Baseline ELA Data Professional Learning Tracking Student Progress
Assessment: i-Ready Diagnostic Test Administration K-5
Assessment: NYS ELA Assessment Simulations 3-5
PL: Maximizing Our Time: ELA Routines and Expectations using HMH Into Reading
Assessment: i-Ready Diagnostic Test Administration K-5
Assessment: Acadience Assessments AND Progress Monitoring
Coaching: Goal Setting, and Grouping co-planning Guided Teacher Team Meetings K-5
Coaching: Small group reading Session Observations and Coaching: Preparing to Teach/ Planning Feedback: Note taking System, Strategically Choosing Books, Identifying Area's of Support, Planning for Independent Reading/ Work
Daily small group instruction. Weekly data meetings to track progress of all students. Weekly common planning time meetings. Progress Reports. iReady Fall Baseline ELA Data Professional Learning Tracking Student Progress
Weekly Target Student progress monitoring - student reflection on progress towards goals, teacher action plan, and admin. feedback.
Scaffolds and Extensions: Extended Day Tutoring 1-5: Book Club/ Reading and Writing Response

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.	iReady and Acadience interim assessments (BOY, MOY, EOY), ELA mock tests (2), and HMH Into Reading Performance Tasks (end of Unit). Progress monitoring tools: Student goals and action plans, Target Student Binders, Acadience Progress Monitoring. Teacher observations Weekly Teacher Team Meetings focused on performance tasks and curriculum pacing Professional learning and PL feedback

Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.** **Progress Check 1: November**	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	

Progress Check 2: February	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	

Progress Check 3: June Period: March - May Progress Check Date: June	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 1 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/25/2024	09/25/2024	ELA Curriculum Night	SOLVED Consultants, iReady, Wordsmiths, Read 718
01/15/2025	01/15/2025	ELA Curriculum Night	SOLVED Consultants, iReady, Wordsmiths, Read 718
10/07/2024	05/30/2025	Tier 2 Foundational Reading Intervention	Volunteers will be trained to use Phonics for Reading Tier 2 Intervention for 1st through 3rd graders
11/01/2024	04/25/2025	I-Ready Workshop	Understanding i-Ready PL for parents provided by curriculum associates

Priority 1 Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	Teacher Leaders, Per-Session for 3rd - 5th Grade Tier 2 Tutoring

Instructional Resources	Phonics for Reading Tier 2 Intervention Books, i-Ready, HMH Into Reading Curriculum

Schedule Adjustments	Double dip of phonics (pull out) for Tier 2 early childhood students

Other Resources Needed	n/a

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 2 – ALL STUDENTS ARE PHYSICALLY AND EMOTIONALLY SAFE

Priority 2 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
School wide disciplinary support plan for teachers resulting in improved safety and the use of restorative approaches.	NYC School Survey reveal a positive response rate of 78% for preventing bullying.	Lack of professional development geared toward supporting students by using restorative approaches Lack of follow-through from staff after training
SEL Curriculum	Majority of OORS incident reports included negative interactions initiating from difficulty sharing, classroom roles and responsibilities, or one party not wanting to play with the other.	Students lacking sufficient learning experiences focused on social development and emotional understanding and regulation

Priority 2

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for physical and emotional safety** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Physical and Emotional Safety

- Develop safety infrastructure and systems, including staff training, collaboration with external partners, and implementation of safety and security best practices
- Expand social emotional and mental health supports via restorative justice, Project Pivot, screeners, and other district or school-based initiatives (as applicable)
- Improve supports and outcomes for socially vulnerable student populations (Students in Temporary Housing, Students in Foster Care)
- Expand implementation of physical and mental wellness supports, including Physical and Health Education and related initiatives

Priority 2 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	baseline	By June, 2025, physical and mental wellness for All Students will improve, as measured by a 10% Increase, in positive student responses from baseline to end of year, per the Social Emotional Inventory Survey.

Priority 2 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target

Priority 2 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Continue MBK and MSK
Continue Peas in a Pod
Continue Banana Splits
Continue breakfast and lunch programs
Introduce the Fly Five Curricula
Adult mentorship groups Boys Who Read Lead
Survey students using the Social Emotional Inventory
Robust Respect for All Week

Root Cause Addressed:

Root Cause Addressed
Lack of professional development geared toward supporting students by using restorative approaches Lack of follow-through from staff after training
Students lacking sufficient learning experiences focused on social development and emotional understanding and regulation
Need for affinity groups from students struggling socially and emotionally

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Enroll teachers in Restorative Circle training.
Level 1 + 2 Responsive Classroom Training for appropriate staff
Adopt the first 90 day of school plan in Responsive Classroom
Revisit Engagement and Behavior Look Fors and Expectations
Implement the Joyful Classroom: Practical Ways to Engage and Challenge Students
Use "80 Morning Meeting Ideas" to build community in the morning
Implement SEL Curriculum Fly 5 and Participate in PL Series
Afterschool groups: Brotherhood and Sisterhood Group. Banana Splits, etc.
Focus on Teaching Self-Discipline: The Responsive Classroom Guide to Helping Students Dream, Behave, and Achieve in Elementary School
Develop TBBS SEL and Culture Team
Parent Meeting to introduce restorative classroom management protocols.
Parent Restorative Circles

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.	Student surveys both local and Social Emotional Inventory from Fly Five OORS incidents Professional learning Measurement of Teaching Practice (observation) Town hall feedback

Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.** **Progress Check 1: November**	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	

Progress Check 2: February	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	

Progress Check 3: June Period: March - May Progress Check Date: June	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 2 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2024	12/20/2024	Parent Meeting to introduce restorative classroom management protocols.	Responsive Classroom
09/27/2024	06/20/2025	Parent Restorative Circles	

Priority 2 Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	Social Worker, Guidance Counselor, Partnership with Morningside Heights and the Office of Equity, Responsive Classroom, School Administration

Instructional Resources	Restorative Circles Curriculum Resources, Responsive Classroom Resources, Fly Five Curriculum

Schedule Adjustments	NA

Other Resources Needed	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 3 – ALL STUDENTS HAVE A HIGH-QUALITY ACADEMIC EXPERIENCE

Priority 3 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students are not engaging in rigorous math tasks that provide them an opportunity to develop their mathematical proficiency.	Spring 2024 instructional reports indicate that 59% of students are on or above grade level in mathematics. Upon reviewing classroom assessments, PPO feedback we need to increase ways in which teachers scaffold content in order to create rigorous experiences for all students.	Teachers are still developing content knowledge and knowledge of students specific goals based on domain.
Math protocols are inconsistent and not vertically aligned across grade levels.	Spring 2024 instructional reports indicate that 59% of 3rd - 5th grade students are on or above grade level in mathematics.	PL Committee has not been given sufficient time and resources to vet evidence-based protocols and provide training to the staff on those protocols.
Number sense and fluency instruction is not vertically aligned across grade levels, leading to gaps in understanding.	i-Ready End-of-Year Diagnostics indicate 62% of Kindergarten through 5th grade students being at or above grade level proficiency in mathematics.	enVision curriculum does not adequately provide tools and learning experiences for fluency development. Teachers do not plan vertically enough.
Improve math academic outcomes for all students including Students with Disabilities (SWDs) and Multilingual Learners (MLLs). Ensuring that they have access to grade level curricula and are provided with meeting challenges.		Special education teacher require more training to implement effective Specially Designed Instruction (SDI).

Priority 3

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for high-quality academics** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for High Quality Academics

- Strengthen mathematics instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Increase school staff diversity and retention
- Ensure multilingual language learners (MLLs) are served and progressing in appropriate settings; expand bilingual programming and professional learning for educators who support MLLs
- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and expand specialized programs
- Strengthen Early Childhood Education program utilization, quality, and ability to serve all students
- Create new programs/schools in response to community need; expand high quality seats
- Elevate arts and civics for a reimagined and more engaged student academic experience
- Ensure that Students in Temporary Housing (STH) access opportunities to receive tutoring and are purposefully engaged in new programs developed in the school.
- Elevate health and physical education and activities for a reimagined and engaged student academic experience promoting social, emotional, and physical wellness and wellbeing.

Priority 3 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	59%	<School Name> will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2025, the math proficiency will Increase by 10% from 59% to 69%, for All Students, as measured by June Instructional Reports.

Priority 3 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
i-Ready Diagnostic Assessments	Overall student scores	June 2024	63%	20%	45%	70%

Priority 3 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Explicit math professional learning focused on the rigor of standards, domains, and mathematical practices.
number sense curricular component and fluency stations will be introduced across all classrooms K-5

Root Cause Addressed:

Root Cause Addressed
Teachers are still developing content knowledge and knowledge of students specific goals based on domain. PL Committee has not been given sufficient time and resources to vet evidence-based protocols and provide training to the staff on those protocols.
enVision curriculum does not adequately provide tools and learning experiences for fluency development. Teachers do not plan vertically enough.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Daily small group instruction. Weekly data meetings to track progress of all students. Weekly common planning time meetings. Progress Reports. iReady Fall Baseline math Data Professional Learning Tracking Student Progress
Assessment: i-Ready Diagnostic Test Administration K-5
Establish instructional math team
Restructure math block to prioritize number sense and fluency
Scaffolds and Extensions: Extended Day Tutoring 1-5 based on domain

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.	iReady and Acadience interim assessments (BOY, MOY, EOY), Math mock tests (2), and enVision Performance Tasks (end of Unit). Progress monitoring tools: Student goals and action plans, Target Student Binders, Acadience Progress Monitoring. Teacher observations Weekly Teacher Team Meetings focused on performance tasks and curriculum pacing Professional learning and PL feedback

Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.** **Progress Check 1: November**	

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Progress Check 2: February	

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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	

Progress Check 3: June Period: March - May Progress Check Date: June	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 3 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/18/2024	05/21/2025	Math curriculum nights based on grade bands	Solved Consultants, Math Team, iReady
09/18/2024	05/21/2025	Understanding and using iReady at home for adaptive instruction	iReady

Priority 3 Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	PL Committee, Math Team, SLT, Administration, Teacher Leaders

Instructional Resources	enVision Math, iReady, Acadience

Schedule Adjustments	Math block flow to include number sense/ fluency

Other Resources Needed	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 4 – ALL STUDENTS GRADUATE COLLEGE AND CAREER READY AND HAVE A STRONG PLAN AND PATHWAY TO ECONOMIC SECURITY

Priority 4 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Many students are not attending middle school in their home neighborhood	56% of Brooklyn Brownstone School students attend 3 D16 middle school	Students and parents are not provided with sufficient exposure to local middle school options, including D16 magnet schools.

Priority 4

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for **college and career readiness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for College and Career Readiness

- Expand career pathways and work-based learning, opportunities for early college credit and industry credentials, and college/career advising and awareness, including via the Career Readiness Modern Youth Apprenticeship and FutureReadyNYC (as applicable)
- Schools serving students in early childhood, elementary, and middle school settings should consider how they expose students to and prepare them for advanced (Regents-level) coursework, Specialized High School Admission Test (SHSAT) preparation, college awareness, career studies, etc.
- Ensure the implementation of specialized support programs tailored for students in foster care, addressing their unique educational needs and challenges.

Priority 4 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	71%	Brooklyn Brownstone School will address Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security with the following SMART Goal: By June, 2025, the positive responses for All Students will Increase by 20% from 71% to 91% as measured by school survey question: building families' capacity as their child's primary advocate.

Priority 4 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
5th Grade Family Google Form Survey	Percent of positive answer distribution	September 2024	71%	75% of families respond positively that someone at my child's program has helped me consider which schools or programs would be best for my child for next school/ program year.	81% of families respond positively that someone at my child's program has helped me consider which schools or programs would be best for my child for next school/ program year.	91% of families respond positively that someone at my child's program has helped me consider which schools or programs would be best for my child for next school/ program year.

Priority 4 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Visit all D16 middle schools and partner to create tailored information sessions.
Increase field trips specifically aligned to vocations.
Expand career day to include college awareness

Root Cause Addressed:

Root Cause Addressed
Students and parents are not provided with sufficient exposure to local middle school options, including D16 magnet schools.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Establish field trips as being connected to career and college readiness
All 4th and 5th grade students visit every D16 middle school for a field trip
Host middle school application workshops and info. sessions
Brownstone hosts virtual info sessions with each middle school principal and their teams

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.	Local student and family surveys

Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.** **Progress Check 1: November**	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	

Progress Check 2: February	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	

Progress Check 3: June Period: March - May Progress Check Date: June	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 4 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2024	05/01/2025	Middle School info sessions	D16 middle schools
10/01/2024	05/01/2025	Vocational field trips	Local businesses and universities

Priority 4 Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	School staff, PTA, D16 Middle School Teams

Instructional Resources	Strengthening the Parent-Teacher Partnership

Schedule Adjustments	NA

Other Resources Needed	NA

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 5 – ALL DISTRICTS AND SCHOOLS ARE MORE INCLUSIVE AND RESPONSIVE FOR PARENTS AND FAMILIES, INCLUDING HAVING MORE FAMILIES CHOOSE NYC PUBLIC SCHOOLS

Priority 5 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Low 4th and 5th grade parent participation in school events	Low 4th and 5th grade parents count on school event attendance and registration forms	Events/ workshops are not tailored to meet their child's developmental needs.
Scaffolding communication to meet the needs of our diverse community.	50% of families view ClassDojo on average each week	Regarding our primary communication platform, ClassDojo, posts are pushed down in the feed. There's too much information. Some families may have limited access or capacity with tech.
Increasing opportunities for dialogue between the school and families regarding both the individual child and the community culture.	Parent engagement sessions were primarily via email or classdojo during the 23-24 SY	PTCs are very short with most lasting only 5 minutes. Report cards and progress reports are generic in that they are standardized. In order to build trust, families need to experience conversations centered around who their child is academically, socially, emotionally, etc.
Increasing opportunities for families to interact with in person events	Families were responsive (high turn-out) when asked to participate in classroom celebrations, school events, volunteer opportunities, and in person workshops	Families want to be involved in the school
Increasing opportunities for parent training/support resources (employment fairs, health fairs, financial workshops, parenting workshops, mental health support etc.).	Parents who participated in our Money Matters Series, were empowered to network and rethink how they handled financial matters.	Families are in need of training to support them with the stages of life they go through with their children and families.
Increase participation of male role models in and around the school including participation in the PTA	Lack of targeted events for specific populations.	Male role models have been looking for ways to have more of a presence in the school environment.

Priority 5

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for parent, family, community and system responsiveness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Focus Areas for System Responsiveness to Parents, Families and Communities

- Ensure more families choose NYC Public Schools by deeply engaging with families to understand their needs and planning new and high-quality programs
- Build community trust and bolster engagement, including via improved language access and increased family engagement and participation
- Implement and lead strategies that support and increase Minority and Women Owned Business Enterprises (MWBE) utilization

Priority 5 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Parents of All Students	10%	<School Name> will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June, 2025, the percentage of 4th and 5th grade parents participating in school events will Increase by 20% from 10% to 30% as measured by school event registration and attendance.
Parents of All Students	71%	Brooklyn Brownstone School will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June, 2025, the positive response rate will Increase by 20% from 71% to 91% as measured by NYC School Survey response to "Building Families' Capacity as their Child's Primary Advocate".

Priority 5 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Registration forms	Number of 4th and 5th grade registrants	June 2024	10%	20%	25%	30%

Priority 5 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Tailor events and workshops to upper grade students
Solicit feedback from parents on what supports they need and what events they would like to see for their child
Expand curriculum nights to include math, reading, SEL, and positive habits
Expand Breakfast with Brunner (admin- parent meeting) to be monthly and occur at both campuses
Expand the role of Class Parents and introduce monthly meetings with grade teams
Introduce mid-year "chat and chews" with parents and grade teams

Root Cause Addressed:

Root Cause Addressed
Events/ workshops are not tailored to meet their child's developmental needs.
Upper grade parents not attending school events

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Using a range of methods, including email, phone calls, letters, open-office/ classroom hours and formal meetings to maintain ongoing, positive, two-way communication with families
Back-to-School Night should include resources for families including the scope of learning for the year, resources to support their child at home, examples of grade level work.
Establish a Town Hall each marking period seeking expertise from the family on student strengths and areas of growth, interests, culture, etc.. (conversation or survey).

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.	Event registration and attendance forms

Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.** **Progress Check 1: November**	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	

Progress Check 2: February	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	

Progress Check 3: June Period: March - May Progress Check Date: June	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 5 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/24/2024	08/24/2024	Community Day	PTA, SLT, School Staff, Local Businesses
07/01/2024	08/30/2024	Summer Play Dates	staff and families

Priority 5 Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	Parent Coordinator, Social Worker, Guidance Counselor, Administration, Teacher, and other school staff. The PTA. Responsive Classroom PD Facilitators.

Instructional Resources	

Schedule Adjustments	

Other Resources Needed	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: CHRONIC ABSENTEEISM

Chronic Absenteeism Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Families that have indicated that their housing is insecure are struggling to get students to school daily	Spring 2024 Portal by New Visions indicates that 54% of students who have insecure housing are chronically absent	Families that have indicated that their housing is insecure may live farther away from the proximity of the school, which causes that families to relay on public transportation to get to school.
Families in temporary housing are struggling to get students to school daily.	Spring 2024 Insight Tool indicates that 100% of students living in temporary housing are chronically absent	Families in temporary housing are placed far from the school. Families in temporary housing have a lot of paperwork and responsibilities dealing with finding permanent housing.

Chronic Absenteeism

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal aligned to our systemwide focus on **reducing Chronic Absenteeism**.

Systemwide Focus Area for Chronic Absenteeism: Develop and implement improved attendance practices to combat chronic absenteeism and center equity.

Chronic Absenteeism SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Students in Temporary Housing (STH)	54	By June, 2025, the Chronic Absenteeism Rate for families that have indicated that their housing is insecure will decrease by 20%, from 54 to 34, as measured by the New Visions Chronic Absenteeism Reports.
All Students	26	By June, 2025, the Chronic Absenteeism Rate for All Students will decrease by 6%, from 26 to 20, as measured by the New Visions Chronic Absenteeism Reports.

Chronic Absenteeism Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Portal by New Visions	Chronic Absenteeism (All Students)	Spring 2024	26%	15%	18%	20%
Portal by New Visions	Chronic Absenteeism (Housing Insecure)	Spring 2024	54	30	35	40
Portal by New Visons	Chronic Absenteeism (5th grade students)	Spring 2024	34%	20%	22%	25%

Chronic Absenteeism Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Assign an Attendance Liaison to students who were Chronically Absent during the 2023-24 school year
Use positive reinforcement to improve student attendance for students who were Chronically Absent during the 2023-24 school year.

Root Cause Addressed:

Root Cause Addressed
Family Circumstances (transportation, mental health, etc.)
Socioeconomic challenges

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Assign attendance liaison to students identified as at risk for Chronic Absenteeism, specifically students who are identified as at risk of being chronically absent filtered by housing security, grade, SWD stat
Attendance Team provides daily "care calls" to families beginning at 10 am, assign Spanish speaking liaison to families who have identified Spanish as their primary language.
Provide incentive system for students related to absenteeism
Provide families with the 2024-25 Attendance Plan. Hold a virtual parent meeting that includes a Question/Answer portion as well as resources for families related to attendance.
Identify systemic barrier or barriers to positive attendance. Use qualitative and quantitative data to examine what factors may be affecting attendance for student subsets (grade level/housing security/SWD).

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.	The attendance team will monitor qualitative and quantitative data using Insight, Portal by New Visions, notes by teachers, attendance liaisons and families to collect data on chronic attendance issues.

Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.** **Progress Check 1: November**	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	

Progress Check 2: February	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	

Progress Check 3: June Period: March - May Progress Check Date: June	

Date:	

As evidenced by (be data-specific):	

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Chronic Absenteeism Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/12/2024	06/17/2025	Assign Attendance Liaison who will communicate with families on a daily basis regarding n/a attendance	N/A
09/12/2024	06/17/2025	Quarterly Attendance Awards Assembly	N/A

Chronic Absenteeism Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	Attendance Team, Attendance Liaisons, Administration, Attendance Teache

Instructional Resources	Attendance Works Resources

Schedule Adjustments	N/A

Other Resources Needed	N/A

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Quality Individualized Education Program (IEP) Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students would benefit from Specially Designed Instruction to access grade level content	Spring 2024 Power Bi Report indicate that 50% of IEP reviews include strong evidence of specific examples of Specially Designed Instruction in the areas of Math and ELA.	Special education teachers have not had explicit training on how to include the examples of Specially Designed instruction in the PLOP section of the IEP. Special education teachers have not had sufficient professional development in providing specially designed instruction.

Quality IEP

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs. Use the SMART Goal builder in iPlan for support in developing your goal.

Quality Individualized Education Program (IEP) SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	55%	By June, 2025, to strengthen the quality and implementation of IEPs for students with Disabilities (SWD), we will improve strong evidence of specific examples of Specially Designed Instruction found in the classroom (ELA and Math) as indicated in the IEP by a 10% Increase, from 55% to 65%, as measured by Power Bi Report question 22 (IEP identifies specific Specially Designed Instruction).

Quality Individualized Education Program (IEP) Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
IEP Review	% response to question 22 on PowerBi Report	Spring 2024	55%	100%	100%	100%
IEP Reviews	Increase in evidence of specially designed instruction as indicated in the IEP Present Levels of Performance	Spring 2024	55%	100%	100%	100%

Quality Individualized Education Program (IEP) Action Plan

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/09/2024	09/30/2024	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Review current IEPs for students, looking for least restrictive environment and appropriate program and service recommendation
09/09/2024	11/25/2024	Develop appropriately rigorous standards-aligned annual goals	Special Education teachers and Related Service personnelle will review annual goals to ensure that they are aligned with appropriate, rigorous standards
09/09/2024	11/25/2024	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	SIT Team meetings will address the "impact of disability" statement and how it should be written into the IEP
08/29/2025	06/26/2025	Ensure that programs and services mandated on each student's IEP are delivered	Review programming spreadsheets in SESIS and ensure that all students are programmed for their IEP services and class placement.
09/09/2024	06/26/2025	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Review IEPs of students that are turning 12 during the school year and ensure that transition planning is completed in their IEP
09/09/2024	06/26/2025	Conduct IEP meetings within specified compliance dates	Create a spreadsheet of annual IEP review dates and ensure that all IEPs are completed prior to compliance dates. Send out monthly emails to remind caseworkers of annual IEP dates..
09/09/2024	06/26/2025	Monitor referrals to Special Education to ensure appropriate referrals only	Work closely with the CSE psychologist and team to ensure that IEP referrals are only done after teachers have referred student to the Child Study Team and that appropriate interventions have occurred.
09/09/2024	06/26/2025	Ensure that students in foster care, their birth parents, and foster care agency points are reached out to for all initial, annual reviews, and re-evaluation Individualized Education Program (IEP) services.	Work closely with the CSE psychologist and team to ensure that proper protocol regarding documentation occurs

Quality Individualized Education Program (IEP) Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2024	11/29/2024	Special Education Services Introduction Workshop	SIT Team, CSE Team
12/02/2024	03/31/2025	School Psychologist Workshop: Your Child's IEP Services	SIT Team, CSE Psychologist
04/01/2025	06/26/2025	Family Empowerment: Your Child's IEP	SIT Team, CSE Team

Quality Individualized Education Program (IEP) Budget and Resources

Budget and Resources **Directions:** Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs. **Human Resources**	Brooklyn North Administrator of Special Education, Administration, SIT Te

Instructional Resources	New York City Department of Education Introduction to Specialized Instruction, IEP Workshops

Schedule Adjustments	SIT Team Members must be scheduled for common meeting time

Other Resources Needed	N/A

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCPS Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and at-risk student populations, such as students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplement school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	3-5 Students performing below grade level on iReady Assessments	Small Reading Group	Small Group	During School	No
Tier 2 and 3	3-5 Students performing below grade level on iReady Assessments	Small Group Math	Small Group	During and After school	No
Tier 2 and 3	K-2 Students performing below grade level on Acadience Screener	FUNdations Phonics Intervention	Small Group	During and After School	No
Tier 2 and 3	K-5 students performing below grade level on MOSL	iReady	one-to-one	During School	Yes

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3	Students identified as at risk by classroom teacher and/or guidance counselor in PPT Team Meeting	At Risk Counseling Sessions	One-to-one	During School	No
Tier 2	Students identified as at risk by classroom teacher and/or guidance counselor in PPT Team Meeting	Sisterhood/Brotherhood Groups	Small Group	After School	No
Tier 2	Students identified as at risk by classroom teacher and/or guidance counselor in PPT Team Meeting	My Sister's Keeper	Small Group	After School	No

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to the **Title I STH Funds Toolkit**.

Identify the number of Students in Temporary Housing who are currently attending your school and provide a breakdown of their temporary housing status. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need. Number of students in temporary housing who are: ■ Doubled up (with friends or relatives because they cannot find or afford housing): ■ Living in a shelter or transitional shelter: ■ Living in a hotel/motel: ■ Living in a car, bus, or train: ■ Living in a park or public place: ■ Living in an abandoned building *Note: In keeping with established practices regarding personally identifiable information, use the letter "s" to identify a number less than five (5).	19 students

After a careful analysis of historical demographic, attendance and achievement data for your STH population, what trends do you notice, and how can these trends inform the services and support provided for this population? How will you (or did you) utilize the **STH Title I Survey** to select services aligned to need?	

Describe the services you are planning to provide to the STH population. How were those services selected to best meet students' needs?	Provide STH students with uniforms Assist STH students with transportation to and from school Assist STH students and families by partnering them with CBOs Matching STH with a Success Mentor

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy (PFEP) that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy	Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students	The Brooklyn Brownstone School will support parents and family members 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 learning 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;

Parental Involvement and School Quality	The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • 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.

Encouraging School-Level Parental Involvement	The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)	The Brooklyn Brownstone School, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality CurriculumI. School Responsibilities: High Quality Curriculum	Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships	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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff	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;

I. School Responsibilities: Providing General Support to Parents	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 learning 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 and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) 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 and Family Engagement 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 Advisory Council, School or District Leadership Teams; • share responsibility for the improved academic achievement of my child;

III. Student Responsibilities	• attend school regularly and arrive on time; • complete my homework and submit all assignments on time; • follow the school rules and be responsible for my actions; • show respect for myself, other people and property; • try to resolve disagreements or conflicts peacefully; • always try my best to learn.

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDOE's Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). 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 are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school's Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

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 or Priority where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Priority or section(s) that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	Major PL for the 23-24 school year include; - LETRS science of reading - Responsive Classroom practices - Building number sense and fluency - Data Driven Instruction (MTSS)

Part 4: Schoolwide Program (SWP)

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/information, early intervention services, etc.).	All PreK staff participate in PD with the K-5 staff and specialists including, for the 23-24 school year; LETRS science of literacy training, FUNdations and Heggerty coaching, Responsive Classroom certification, the first 90 days of school, and building number sense and fluency. School events are inclusive of, and sometimes led by, PreK The same special service providers are used for PK and K-5 Brownstone students and families.

Part 5: "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 codes[1]. 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 consolidated[2]. **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.

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Priority or section that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/Priority Reference(s)
Title I, Part A (Basic)	Federal	197,706	x	NA
Title I, Carry Over	Federal	12,649	x	NA
Title II, Part A	Federal	13,998	x	NA
Title III, Part A	Federal	NA	x	NA
Title 1, Parent Engagement	Federal	1,967	x	NA
Title 1, Parent Engagement Carry Over	Federal	126	x	NA
Tax Levy (Fair Student Funding)	Local	2,315,935	x	NA

Explanation/Background

1. Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2. The 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 1003(a), School Improvement: Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.

- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A**: Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CS, ATSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for

teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing

- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

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 and Family Engagement 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.

SUBMISSION ASSURANCES

Submission Assurances

- ☐ The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- ☐ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- ☐ The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, the school has written "Addendum Attached" and provided supplemental documentation to explain why the school was unable to obtain the individual's signature.
- ☐ The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2024-25 Language Allocation Policy (LAP)

This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language Learners (MLs/ELLs). This is an annual plan of how your school will support the linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the instruction of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces.

For additional information, refer to the NYC DOE **Policy and Reference Guide for MLs/ELLs**. For additional support with ML/ELL policy, please reach out to your respective **ML/ELL Director or ELL Compliance Performance Specialist**; for support with ML/ELL instruction, please contact your **ML/ELL Services Administrator**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2024-25 school year. If completing before the 2024-25 school year begins, questions should be based on the anticipated population served by the school.

A. Language Allocation Policy Team Composition

The members of the school's LAP team are listed below. A school's LAP team must consist of at least one: principal, assistant principal (where applicable), bilingual teacher from each subject area (where applicable), an ENL teacher, a teacher from a content area other than bilingual education or ENL and a parent/guardian.

Member Title	Name
Principal	Alexander Brunnter
Assistant Principal	Amanda Richards
Coach	Caihua Huang
Coach	N/A
English as a New Language (ENL)/Bilingual Teacher	N/A
School Counselor	Lourdes Docteur-Bailey
Teacher/Subject Area	Jackie Samaoa/ELA
Teacher/Subject Area	Aquilla Smith/Math
Parent/Guardian	Sade Solomon-Gladden
Parent Coordinator	Luz Whetstone
Related-Service Provider	Kayla Bush

B. Teacher Qualifications

Please review all certifications for all staff members at your school, and indicate the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	0
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Language Other than English (LOTE)/World Language Certified Teachers:

Total number of teachers with LOTE certification:	0
Total number of teachers with LOTE certification providing World Language instruction:	0
Total number of teachers with LOTE certification providing Home Language Arts (HLA) to students in bilingual programs:	0

C. Student Demographics

Please review the student demographics at your school and complete the number and percentage for each category.

Total number of students (excluding pre-K):	275
Total number and percentage (%) of current ELLs:	1 student
Total number and percentage (%) of former ELLs:	0
Total number and percentage (%) of ELLs who are Newcomers (0-3 years of service):	0
Total number and percentage (%) of ELLs who are Developing ELLs (4-6 years of service):	1 student
Total number and percentage (%) of ELLs who are Long-Term ELLs (7 or more years of service):	0
Total number and percentage (%) of ELLs who are Students with Inconsistent/Interrupted Formal Education (SIFE):	0
Total number and percentage (%) of ELLs with an Individualized Education Program (IEP):	0

PART II: BILINGUAL PROGRAMS

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)?	No

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2024-25 school year*. If submitted before the 2024-25 school year begins, this should be the *anticipated* number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals

PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner's Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

Describe your English as a New Language (ENL), and if applicable Dual Language Bilingual Education (DLBE), and Transitional Bilingual Education (TBE) programs. Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).

a. English as a New Language (ENL) Stand-alone ENL:	Entering: Students who are identified as Entering receive 180 minutes of Stand Alone ENL, which is comprised of 1 unit of study in ENL. The unit of study is completed with the ENL teacher in a heterogeneous pull out group. Emerging: Students who are identified as Emerging receive 90 minutes of Stand Alone ENL, which is comprised of .5 unit of study in ENL. The 90 minutes is broken into 2, 45-minute periods of stand alone ENL provided to students. The unit of study is completed with the ENL teacher in a heterogeneous pull out group. The students receive the other flexible .5 unit of study in integrated ENL. Transitioning: Students who are identified as Transitioning do not receive Stand Alone ENL. Expanding: Students who are identified as Expanding do not receive Stand Alone ENL. Commanding: Students who are identified as Commanding do not receive Stand Alone ENL.
Integrated ENL:	Entering: Students who are identified as Entering receive 180 minutes of Integrated ENL/ELA, which is comprised of 1 unit of study in ENL/ELA. The ELL instructor pushes into the ELA classroom, and works with the student(s) in a heterogenous group. Emerging: Students who are identified as Emerging receive 180 minutes of Integrated ENL/ELA, which is comprised of 1 unit of study in ENL/ELA. The ELL instructor pushes into the ELA classroom, and works with the student(s) in a heterogenous group. Transitioning: Students who are identified as Transitioning do not receive Stand Alone ENL. They receive .5 unit of study (2, 45-minute periods) of integrated ENL in ELA. Students also receive an additional .5 unit of study (2, 45-minute periods) of integrated ENL in the area of science and social studies. Expanding: Students who are identified as Expanding do not receive Stand Alone ENL. They receive .5 unit of study (2, 45-minute periods) of integrated ENL in ELA. Students also receive an additional .5 unit of study (2, 45-minute periods) of integrated ENL in the area of science and social studies. Commanding: Students who are identified as Commanding do not receive Stand Alone ENL. They receive .5 unit of study (2, 45-minute periods) of integrated ENL in ELA. Students also receive an additional .5 unit of study (2, 45-minute periods) of integrated ENL in the area of science and social studies.
b. Bilingual Education (If applicable) Transitional Bilingual Education (TBE):	n/a
Dual Language Bilingual Education (DLBE):	N/A

2. How does your school ensure the mandated number of instructional minutes are provided according to students' English language proficiency levels in each program model?	We follow the mandates and protocols stipulated in CR-Part 154 about programming and scheduling. ELLs at an Entering and Emerging levels receive 360 minutes (2 units of study) per week, i.e., 180 minutes per week Stand-alone ENL instruction and 180 minutes of integrated ENL instruction in ELA. Students at the Transitioning level have the 90-minute flexibility of instruction either in Stand-Alone or integrated depending on their needs. We provide 180 minutes weekly of integrated ENL instruction in ELA or content areas to the ELLs at the Transitioning and Expanding levels. This appears as 4, 45-minute periods provided to students throughout the week in ELA , science and social studies classes. Commanding ELLs who are now called former ELLs, get 90 minutes of integrated ENL instruction in ELA or content area as per CR Part 154. We provide 180 minutes weekly of integrated ENL instruction in ELA or content areas to the ELLs at the Transitioning and Expanding levels. This appears as 4, 45-minute periods provided to students throughout the week in ELA , science and social studies classes. The ENL teacher collaborates with the classroom teachers of ELLs and other ELL service providers such as Speech, OT/PT, AIS, Counseling and SETSS to make sure that mandated Stand-Alone and Integrated ELA/ENL class time schedule does not conflict with their class schedules. During Stand-Alone ENL instruction, the students are pulled out from the classroom and be provided intensive language development activities utilizing research-based resource strategies that support and align with the content topic and focused literacy skill. To ensure language development, language activities not only focus primarily on vocabulary learning, but also involves constant reinforcement through oral language exercises, TPR and even activating prior knowledge in their language to acquire language. Students are programmed through STARS for these services. The classroom teachers, related service providers (where applicable) and cluster teachers program the students to ensure that they are not missing the same instructional period each day to ensure that the students do not miss instructional time in their core classes. The assistant principal, Mrs. Richards runs the following reports in ATS to ensure that students are programmed in STARS accurately: RELL, RELC, RFSF report. This information is cross referenced with STARS programming information.
3. How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	N/A

4. For schools with Dual Language Bilingual Education (DLBE) programs: a. Which **Dual Language Bilingual Education model** is implemented? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated.	n/a
b. In which language(s) is each core content area taught?	n/a

5. For schools with **Transitional Bilingual Education** (TBE) programs: a. Which core content areas are taught bilingually?	n/a

PART IV: DATA ANALYSIS

Data Analysis

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? How does effective instruction for Newcomers differ from those provided to Developing or Long-Term ELLs?	The composition of the 1 student ELLs in our school is as follows: -1 Student(s) has been identified as "newcomers" -0 Student(s) have been identified as "entering" -0 Student(s) have been identified as "expanding" -0 Student(s) have been identified as SIFE 100% of our ELLs are newcomers and 0.0% SIFE. Services for newcomers are made effective in that it ensures development of linguistic survival skills so they could readily adapt to the new culture and environment where they are in. Services for Long-term ELLs, if there are, will also be made effective to help these ELLs build on and extend their strong communicative oral language to support their development of academic language
What percentage of ELLs are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do you differentiate effective instruction for SIFE?	0% of the students have been identified as long-term ELLs. In the event that we receive a student designated as a Long-Term ELL, our ELL instructor will provide appropriate instruction for SIFE instruction.
What percentage of ELLs are Long-Term ELLs? How does effective instruction for Long-Term ELLs differ from instruction designed for Developing ELLs?	0% of the students have been identified as Long-Term ELLs. In the event that we receive a student who is designated as a Long-Term ELL, our ELL instructor will provide .5 unit of study per week of INTEGRATED ENL in ELA or Mathematics. The instructor will push into the ELA or Mathematics classroom to provide small group instruction in a heterogenous group.
What percentage of students are former ELLs? How is your school providing mandated instruction to former ELLs?	0% of the students have been identified as former ELLs. In the event that we receive a student who is designated as a former ELL, our ELL instructor will provide .5 unit of study per week of INTEGRATED ENL in ELA or Mathematics. The instructor will push into the ELA or Mathematics classroom to provide small group instruction in a heterogenous group.
2. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?	N/A
3. Examine all at-risk levels that might adversely affect former ELLs at your school. What trends do you notice about the at-risk levels of former ELLs at your school?	According to the data provided on the EDAT tool, we have 1 ELL student. The student currently has 1 at-risk indicator, as the student is a Newcomer.

4. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does your school have to support communication and learning that values these home languages?	We currently have 1 family that have identified that their home language as Fulani. We utilize language translation services provided by The Office of Language Access, previously known as the Translation and Interpretation Unit, to connect with the family. The Office of Language provides written translation services, interpretation services for centrally organized events. We utilize the Office of Language Access to provide over-the-phone interpretation services for any parent meetings (Parent Teacher Conferences, etc.).
5. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	Our ELLs are non-Hispanics. 100% is of Black descent. The school delivers a culturally responsive and sustaining education to all students including ELLs thru home language use to communicate with parents of ELLs. Teachers set a class learning environment of rigor, cooperation and teamwork, respect for linguistic and cultural diversity as well as empathy and understanding for others. This type of classroom environment will help the ELLs become successful and culturally aware and responsive. The racial and ethnic classification of the ELL currently enrolled in our school is Black. Our school DEI Team includes data on our ELLs to drive their practices in cultivating an inclusive school community. The purpose of the TBBS DEI initiative to cultivate an inclusive school community that ensures the welcoming of all students, staff, and family backgrounds. Through the framework of Culturally Relevant Pedagogy and a collaborative teamwork, the DEI initiative sets to incorporate culturally relevant whole school activities including community meetings, family events, diversity education grounded in whole-school core values, project- based creative learning, and much more.
6. What trends do you notice in reviewing English Language Proficiency (ELP) growth at your school? How many students met ELP sufficient progress? How many students did not meet ELP sufficient progress?	We do not have enough information to see trends reflected in the NYSESLAT results of ELL subgroups due to the limited (1) number of students who have completed the assessment.
7. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	N/A
8. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?	N/A
9. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?	N/A

10. (For grades 9-12 only) Please review your data in the **Insight Tool** and STARS to answer the following questions: a. How many ELLs are on-track towards graduation?	N/A
b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?	N/A
c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?	N/A
d. What specific strategies, engaging approaches, and interventions are implemented to support and retain students who are not on track to graduate within four years, ensuring they remain enrolled and are guided towards a successful graduation in the future?	N/A

PART V: ML/ELL INSTRUCTION

Tier 1: Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

Tier 1 Core Instruction 1. How does your school provide ELLs with a high-quality academic experience that leads to deeper learning?	Instructional materials are aligned with the Next Generation Learning Standards a nd are age and grade level appropriate. We implement structured literacy and we receive professional development on various instructional strategies that can be utilized across content area classrooms. Scaffolding a nd differentiated instruction is one of the most useful ways to help students access difficult content. Our staff also utilizes the Office of Multilingual Learners for tools, resources, and professional development opportunities that can assist them in serving the specific needs of their ENL students. We make sure that the goals on the IEP are being met across the day through the us e of collaborative planning between the ENL teacher and the IEP teachers. The ENL teachers have access to the IEP through SESIS, as well as identification of goals through the us e of encounter attendance for their initial date of service. SWDs a nd ELLs are in the forefront of our planning. Through co-planning, we are able to share our differentiations to benefit al l student leadership team promotes a culturally responsive environment that values and incorporates the diverse perspectives, experiences, and languages of ELLs, fostering a sense of belonging and inclusion. 5. Professional Development: Educators receive ongoing professional development to enhance their understanding of effective instructional strategies for ELLs, including language acquisition theories, assessment techniques, and best practices. 6. Collaboration and Communication: The school leadership team encourages collaboration and open communication among teachers, ELL specialists, and support staff to ensure coordinated efforts in supporting ELLs academic and language development. By integrating these considerations into instructional design, Brooklyn Brownstone School aims to provide equitable learning opportunities and foster academics
2. How does your school's leadership team ensure ELLs have access to core instruction/curriculum?	The school leadership team typically considers English Language Learners (ELLs) in the school's instructional design by implementing strategies and support systems to address their unique needs. This may include: 1. English Language Development (ELD) Programs: Schools often offer specialized ELD programs that provide targeted language instruction to help ELLs improve their English proficiency. 2. Sheltered Instruction: Teachers may use sheltered instruction techniques, which involve modifying content delivery and providing visual aids or hands-on activities to make the curriculum more accessible to ELLs. 3. Differentiated Instruction: Instructional materials and activities are tailored to meet the diverse needs of ELLs, considering their language proficiency levels, cultural backgrounds, and individual learning styles. 4. Cultural Responsiveness: The school leadership team promotes a culturally responsive environment that values and incorporates the diverse perspectives, experiences, and languages of ELLs, fostering a sense of belonging and inclusion. 5. Professional Development: Educators receive ongoing professional development to enhance their understanding of effective instructional strategies for ELLs, including language acquisition theories, assessment techniques, and best practices. 6. Collaboration and Communication: The school leadership team encourages collaboration and open communication among teachers, ELL specialists, and support staff to ensure coordinated efforts in supporting ELLs' academic and language development. By integrating these considerations into instructional design, Brooklyn Brownstone School aims to provide equitable learning opportunities and foster academic success for English Language Learners.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	When delivering core content to English Language Learners (ELLs) and aiming to meet the demands of the Next Generation Standards, instructional approaches and methods that foster language development are employed. The Brooklyn Brownstone School utilizes the following strategies for ELL students in each program model: 1. Scaffolding: Teachers provide scaffolds such as visual aids, graphic organizers, and guided practice to support ELLs' understanding of complex content. This helps break down concepts into manageable steps, making the content more accessible. 2. Language Modeling: Teachers explicitly model academic language and vocabulary used in the core content. They provide examples, explanations, and demonstrate how to use language structures appropriately, encouraging ELLs to practice and apply them. 3. Cooperative Learning: Collaborative activities are utilized, where ELLs work in groups or pairs. This fosters language development through meaningful interactions, discussions, and peer support. ELLs can practice their language skills while engaging with the core content. 4. Multimodal Instruction: Instructional materials and activities incorporate multiple modes of communication, including visuals, gestures, real-life examples, and technology. This allows ELLs to access information through various sensory channels and reinforces their understanding of the core content. 5. Contextualization: Teachers connect the core content to students' prior knowledge, experiences, and cultural backgrounds. This helps ELLs make meaningful connections, bridges gaps in understanding, and facilitates language acquisition by building on their existing knowledge. 6. Formative Assessment: Ongoing assessment strategies, such as informal checks for understanding, observation, and feedback, are employed. This enables teachers to monitor ELLs' progress, identify language development needs, and make instructional adjustments accordingly. 7. Content-Based Language Instruction: Language learning is integrated into the core content instruction. Teachers explicitly teach academic language, vocabulary, and language structures within the context of the core content areas, allowing ELLs to acquire language skills while engaging with the subject matter. By utilizing these instructional approaches and methods, educators aim to support ELLs' language development while ensuring their access to and achievement of the Next Generation Standards in core content areas.

4. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area nd language materials with consideration to specific ELL subgroups. a. ELLs with IEPs	The Brooklyn Brownstone School uses the following methods for ELL students with IEPs to provide access to grade level academic content areas and accelerate English language development in all core content areas: 1. Scaffolding: Teachers provide scaffolds such as visual aids, graphic organizers, and guided practice to support ELLs' understanding of complex content. This helps break down concepts into manageable steps, making the content more accessible. 2. Language Modeling: Teachers explicitly model academic language and vocabulary used in the core content. They provide examples, explanations, and demonstrate how to use language structures appropriately, encouraging ELLs to practice and apply them. 3. Cooperative Learning: Collaborative activities are utilized, where ELLs work in groups or pairs. This fosters language development through meaningful interactions, discussions, and peer support. ELLs can practice their language skills while engaging with the core content. 4. Multimodal Instruction: Instructional materials and activities incorporate multiple modes of communication, including visuals, gestures, real-life examples, and technology. This allows ELLs to access information through various sensory channels and reinforces their understanding of the core content. 5. Contextualization: Teachers connect the core content to students' prior knowledge, experiences, and cultural backgrounds. This helps ELLs make meaningful connections, bridges gaps in understanding, and facilitates language acquisition by building on their existing knowledge. 6. Formative Assessment: Ongoing assessment strategies, such as informal checks for understanding, observation, and feedback, are employed. This enables teachers to monitor ELLs' progress, identify language development needs, and make instructional adjustments accordingly. 7. Content-Based Language Instruction: Language learning is integrated into the core content instruction. Teachers explicitly teach academic language, vocabulary, and language structures within the context of the core content areas, allowing ELLs to acquire language skills while engaging with the subject matter.
b. SIFE	The Brooklyn Brownstone School uses the following methods for SIFE students to provide access to grade level academic content areas and accelerate English language development in all core content areas: 1. Scaffolding: Teachers provide scaffolds such as visual aids, graphic organizers, and guided practice to support ELLs' understanding of complex content. This helps break down concepts into manageable steps, making the content more accessible. 2. Language Modeling: Teachers explicitly model academic language and vocabulary used in the core content. They provide examples, explanations, and demonstrate how to use language structures appropriately, encouraging ELLs to practice and apply them. 3. Cooperative Learning: Collaborative activities are utilized, where ELLs work in groups or pairs. This fosters language development through meaningful interactions, discussions, and peer support. ELLs can practice their language skills while engaging with the core content. 4. Multimodal Instruction: Instructional materials and activities incorporate multiple modes of communication, including visuals, gestures, real-life examples, and technology. This allows ELLs to access information through various sensory channels and reinforces their understanding of the core content. 5. Contextualization: Teachers connect the core content to students' prior knowledge, experiences, and cultural backgrounds. This helps ELLs make meaningful connections, bridges gaps in understanding, and facilitates language acquisition by building on their existing knowledge. 6. Formative Assessment: Ongoing assessment strategies, such as informal checks for understanding, observation, and feedback, are employed. This enables teachers to monitor ELLs' progress, identify language development needs, and make instructional adjustments accordingly. 7. Content-Based Language Instruction: Language learning is integrated into the core content instruction. Teachers explicitly teach academic language, vocabulary, and language structures within the context of the core content areas, allowing ELLs to acquire language skills while engaging with the subject matter.
c. Newcomers	The Brooklyn Brownstone School uses the following methods for Newcomer students to provide access to grade level academic content areas and accelerate English language development in all core content areas: 1. Scaffolding: Teachers provide scaffolds such as visual aids, graphic organizers, and guided practice to support ELLs' understanding of complex content. This helps break down concepts into manageable steps, making the content more accessible. 2. Language Modeling: Teachers explicitly model academic language and vocabulary used in the core content. They provide examples, explanations, and demonstrate how to use language structures appropriately, encouraging ELLs to practice and apply them. 3. Cooperative Learning: Collaborative activities are utilized, where ELLs work in groups or pairs. This fosters language development through meaningful interactions, discussions, and peer support. ELLs can practice their language skills while engaging with the core content. 4. Multimodal Instruction: Instructional materials and activities incorporate multiple modes of communication, including visuals, gestures, real-life examples, and technology. This allows ELLs to access information through various sensory channels and reinforces their understanding of the core content. 5. Contextualization: Teachers connect the core content to students' prior knowledge, experiences, and cultural backgrounds. This helps ELLs make meaningful connections, bridges gaps in understanding, and facilitates language acquisition by building on their existing knowledge. 6. Formative Assessment: Ongoing assessment strategies, such as informal checks for understanding, observation, and feedback, are employed. This enables teachers to monitor ELLs' progress, identify language development needs, and make instructional adjustments accordingly. 7. Content-Based Language Instruction: Language learning is integrated into the core content instruction. Teachers explicitly teach academic language, vocabulary, and language structures within the context of the core content areas, allowing ELLs to acquire language skills while engaging with the subject matter.

d. Long Term ELLs	The Brooklyn Brownstone School uses the following methods for Long Term students to provide access to grade level academic content areas and accelerate English language development in all core content areas: 1. Scaffolding: Teachers provide scaffolds such as visual aids, graphic organizers, and guided practice to support ELLs' understanding of complex content. This helps break down concepts into manageable steps, making the content more accessible. 2. Language Modeling: Teachers explicitly model academic language and vocabulary used in the core content. They provide examples, explanations, and demonstrate how to use language structures appropriately, encouraging ELLs to practice and apply them. 3. Cooperative Learning: Collaborative activities are utilized, where ELLs work in groups or pairs. This fosters language development through meaningful interactions, discussions, and peer support. ELLs can practice their language skills while engaging with the core content. 4. Multimodal Instruction: Instructional materials and activities incorporate multiple modes of communication, including visuals, gestures, real-life examples, and technology. This allows ELLs to access information through various sensory channels and reinforces their understanding of the core content. 5. Contextualization: Teachers connect the core content to students' prior knowledge, experiences, and cultural backgrounds. This helps ELLs make meaningful connections, bridges gaps in understanding, and facilitates language acquisition by building on their existing knowledge. 6. Formative Assessment: Ongoing assessment strategies, such as informal checks for understanding, observation, and feedback, are employed. This enables teachers to monitor ELLs' progress, identify language development needs, and make instructional adjustments accordingly. 7. Content-Based Language Instruction: Language learning is integrated into the core content instruction. Teachers explicitly teach academic language, vocabulary, and language structures within the context of the core content areas, allowing ELLs to acquire language skills while engaging with the subject matter.
5. What supports does your school provide to ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	In the event that we have enroll a ELL student with IEP we can employ various strategies involving curricular, instructional, and scheduling flexibility to support English Language Learners (ELLs) with Individualized Education Programs (IEPs) in achieving their IEP goals and attaining English language proficiency within the least restrictive program. Here are some common approaches: 1. Curricular Adaptations: Schools may modify or supplement the curriculum to meet the specific needs of ELLs with IEPs. This can involve incorporating additional English language development materials, providing bilingual resources, or tailoring assignments to align with their language proficiency level. 2. Differentiated Instruction: Teachers differentiate their instructional strategies to cater to the diverse learning needs of ELLs with IEPs. This includes using visual aids, hands-on activities, and scaffolding techniques to support comprehension and language acquisition. 3. Language Support: Schools may offer additional language support services, such as English as a Second Language (ESL) classes, language intervention programs, or specialized language support teachers who provide targeted instruction to address language goals outlined in the IEP. 4. Collaborative Team Approach: Educators, specialized service providers, and families work collaboratively to create individualized plans and monitor progress. Regular communication ensures that instructional strategies are aligned, interventions are coordinated, and adjustments are made as needed to support the ELLs' IEP goals. 5. Flexible Scheduling: Schools may provide flexible scheduling options to accommodate the needs of ELLs with IEPs. This can include additional time for language development, small group instruction, or access to support services during non-academic periods. 6. Assistive Technology: Utilizing assistive technology tools and resources can enhance learning opportunities for ELLs with IEPs. These tools can include speech-to-text software, translation apps, or multimedia resources designed to support language acquisition. By combining these strategies and ensuring a student-centered approach, schools can foster an inclusive and supportive learning environment for ELLs with IEPs, helping them progress toward their IEP goals and attain English language proficiency within the least restrictive program. It's important to note that specific practices may vary between schools and districts based on their resources, student populations, and local educational policies.
6. How is home language assessed in each program model (DLBE, TBE, and ENL)?	Assessing and delivering home language support for English as a New Language (ENL) students typically involves a multi-faceted approach that considers the students' linguistic backgrounds, proficiency levels, and individual needs. 1. Language Proficiency Assessment: The Brooklyn Brownstone School utilities the Home Language Identification Survey or standardized language proficiency tests, to identify students' home languages and determine their English language proficiency levels. This helps guide appropriate support and instructional planning. 2. Individualized Language Plans: Based on the assessment results, schools develop Individualized Language Plans (ILPs) that outline specific goals and strategies to support the students' language development. These plans consider students' home languages, cultural backgrounds, and academic needs, providing a roadmap for targeted language support. 3. Bilingual Support Staff: Schools may employ bilingual teachers, paraprofessionals, or language specialists who can provide direct support in students' home languages. These staff members can help facilitate communication, provide language instruction, and offer academic assistance in the students' native languages when necessary. 4. Culturally Responsive Teaching: Educators employ culturally responsive teaching practices to create a supportive and inclusive learning environment. This includes acknowledging and valuing students' home languages and cultures, incorporating diverse literature and resources, and fostering an environment that promotes cross-cultural understanding and respect. 5. Family Engagement: Schools actively engage families of ENL students to establish partnerships and involve them in their children's language development. This can include providing resources, hosting workshops or events to promote family involvement, and facilitating open lines of communication to ensure a collaborative approach. By employing these assessment and delivery methods, schools can provide effective home language support for ENL students, respecting their linguistic and cultural backgrounds while facilitating their English language proficiency and academic success. It's important to note that specific practices may vary between schools and districts based on their resources, student populations, and local educational policies.

7. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the **New York State Seal of Biliteracy**?	N/A
8. Describe systems and structures for supporting co-teaching and collaboration among teachers for all ELL program models available at your school (e.g. integrated co-teaching, Dual Language Bilingual Education teacher partnerships, etc.).	Our school utilizes Integrated co-teaching in all grades K-5 to support co-teaching and collaboration among teachers. We also utilize common prep times to ensure that teachers can co-plan to support ELL students.
9. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.	The overall annual school professional learning plan is designed to ensure that all staff, including administrators, teachers, and non-pedagogical staff, incorporates learning specifically related to the academic and social needs of English Language Learner (ELL) students. The plan includes various strategies and topics that address these needs, such as co-teaching strategies and integrating language and content instruction. Here's how it may be structured: 1. Needs Assessment: The school conducts a comprehensive needs assessment to identify the specific professional learning needs related to ELL students. This assessment may involve surveys, data analysis, and input from teachers, administrators, and support staff. 2. Collaborative Planning: The school leadership team collaborates with instructional coaches, ELL specialists, and content area experts to develop a professional learning plan that targets the identified needs. This plan ensures a holistic approach to support ELLs academically and socially. 3. Co-Teaching Strategies: Professional learning sessions are provided on co-teaching strategies to promote effective collaboration between general education teachers and ELL specialists. These sessions may cover topics such as shared planning, differentiated instruction, language support techniques, and co-assessment practices. 4. Integrating Language and Content Instruction: Workshops and training sessions focus on integrating language and content instruction to address the language development needs of ELLs. Educators learn how to embed language objectives within content lessons, provide language support during instruction, and promote language production and interaction among ELLs. 5. Cultural Competence and Responsiveness: Professional learning opportunities emphasize cultural competence and responsiveness. Staff members explore strategies to create inclusive learning environments, value diverse cultural backgrounds, and promote ELLs' social-emotional well-being. 6. Ongoing Support: The professional learning plan includes ongoing support mechanisms, such as coaching, mentoring, and follow-up sessions. This ensures that the concepts and strategies learned during professional development are effectively implemented in the classroom and continuously refined based on feedback and reflection. 7. Collaboration and Reflection: Opportunities for collaboration and reflection are integrated into the plan. Staff members engage in professional learning communities, study groups, and collaborative inquiry to share best practices, discuss challenges, and collectively find solutions to better support ELL students. By incorporating these elements into the annual professional learning plan, the school ensures that all staff members receive the necessary training and support to effectively address the academic and social needs of ELL students. This comprehensive approach promotes a culture of continuous improvement and enhances the overall learning experience for ELLs.

10. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty [holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders] and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).	Our school's professional development plan aligns with the mandated Continuing Teacher and Leader Education (CTLE) requirements for ELL-specific hours as outlined in CR Part 154. To ensure compliance, we have implemented the following strategies: 1. Needs Assessment: We conduct a comprehensive needs assessment to identify the professional development needs of our certified faculty, with a specific focus on ELL-specific training. This assessment helps us determine the areas that require further support and tailor our professional development plan accordingly. 2. ELL-Specific Training Allocation: We allocate a specific portion of our overall professional development hours to ELL-specific training. Following the guidelines set by CR Part 154, we ensure that 15% of the total hours are dedicated to ELL-specific professional development for all certified faculty, while ENL (English as a New Language) teachers receive 50% of the total hours. 3. Differentiated Professional Development: We offer differentiated professional development opportunities to meet the needs of our diverse faculty. For all certified faculty, we provide a range of ELL-specific training options that address various topics such as effective instructional strategies, assessment techniques, cultural responsiveness, and language acquisition theories. 4. Intensive ELL Training for ENL Teachers: ENL teachers, who have a significant responsibility for supporting ELL students, receive more extensive and targeted professional development. These sessions focus on enhancing their expertise in areas such as co-teaching strategies, language and content integration, differentiation for diverse language proficiency levels, and effective ELL program implementation. 5. Collaboration and Peer Learning: We foster a culture of collaboration and peer learning among our faculty. This includes opportunities for ENL teachers to share their expertise and experiences with their colleagues, conduct workshops, lead study groups, and engage in collaborative lesson planning to promote collective growth and knowledge sharing. 6. Monitoring and Documentation: We maintain accurate records of professional development hours and ensure that the ELL-specific training hours meet the mandated requirements as per CR Part 154. This documentation allows us to track progress, assess compliance, and support the certification renewal process for our faculty. By incorporating these elements into our professional development plan, we ensure that our certified faculty, including ENL teachers, receive the required ELL-specific professional development hours mandated by CR Part 154. This commitment to ongoing training and support enables our faculty to enhance their instructional practices and effectively meet the needs of ELL students in our school community.

Assessment

SCREENERS 11. Which screening assessments (e.g.iReady, MAP Growth, Acadience, or STAR Reading) does your school use to guide instructional planning for your ELLs?	We are utilizing the following screening assessments to guide our instructional planning: -HMH Into Reading Screening - Acadience Reading Screening We use the following protocols to support our ELL's and address interventions: The Team considers the proficiency in the target areas in the L1 of ELLs. Students highly proficient in early reading skills in L1 and low in that proficiency in L2 can be considered instructionally different from students low in proficiency in L1 and L2. Provide instructional support to ELLs with low performance in reading areas even when oral language skills in English are low. Interventions should simultaneously address development of language and literacy skills in English.
12. For all grades, list and describe your targeted intervention programs for ELLs in ELA, Math, and other core content areas (specify ELL subgroups targeted). Include the language(s) in which the intervention services are offered.	In our school, we offer targeted intervention programs for English Language Learners (ELLs) across various grades and core content areas. These programs aim to provide additional support and resources to address the specific needs of ELLs in ELA, math, and other subjects. The interventions are tailored to different ELL subgroups, and the languages in which they are offered vary based on student needs. Here is an overview of our targeted intervention services: 1. ELA Intervention: - Small Group Reading Instruction: ELLs who require additional support in reading skills receive small group instruction focused on phonics, vocabulary development, reading comprehension, and fluency. This intervention is offered in English and may incorporate bilingual support if needed. - Literacy Workstations: ELLs engage in hands-on literacy activities at workstations designed to reinforce reading and writing skills. These workstations provide targeted practice in English language development and comprehension. 2. Math Intervention: - Math Support Groups: ELLs struggling with math concepts receive targeted instruction in small groups. The intervention focuses on building foundational math skills, problem-solving strategies, and vocabulary development. It is provided in English, with additional language support if necessary. - Math Enrichment Activities: ELLs who have already mastered grade-level math skills engage in enrichment activities that deepen their mathematical understanding. These activities are offered in English and promote critical thinking, problem-solving, and mathematical reasoning. 3. Content-Specific Intervention: - Science and Social Studies Support: ELLs receive targeted support in science and social studies to enhance their content knowledge and language proficiency. Instruction is provided in English, with accommodations and scaffolds to make the content more accessible. - Bilingual Content Support: ELLs with limited English proficiency receive bilingual support in core content areas. Bilingual educators provide instruction and materials in the students' native language, gradually transitioning them to English as their proficiency increases. 4. English Language Development (ELD) Intervention: - ELD Pull-Out Program: ELLs participate in a dedicated ELD program, where they receive intensive language instruction tailored to their language proficiency levels. This program focuses on developing listening, speaking, reading, and writing skills in English. - In Class (sheltered) Instruction: ELLs in content-area classrooms receive sheltered instruction that incorporates language support techniques. Teachers modify instruction, use visuals, and provide language scaffolds to make the content accessible while supporting English language development. These intervention programs are designed to meet the diverse needs of ELLs across different grade levels and ELL subgroups. The specific languages in which interventions are offered may vary based on the language backgrounds and proficiency levels of the students. We strive to provide a comprehensive and inclusive support system to ensure ELLs' academic success and language development in all core content areas.

13. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS). Refer to the **Instructional Leadership Tool for MLs and ELLs** and **MTSS Guide for MLs and ELLs** to help in the development and implementation of your school's plan for MLs/ELLs.	Instructional materials are aligned with the Next Generation Learning Standards and are age and grade level appropriate. We implement the works hop model and we receive professional development on various instructional strategies that ca n be utiilized across content area classrooms. Scaffolding a nd differentiated instruction is one of the most useful ways to help students access difficult content. Our staff also utilizes the ELL website (OELL) for tools, resources, a professional development opportunities that ca n assist them in serving the s needs of their ENL students. We make s ure that the goals on the IEP are being met across the day through the us e of collaborative planning between the ENL teacher and the IEP teachers. The ENL teachers have access to the IEP through SESIS, as well as identification of goals through the us e of encounter attendance for their initial date of service. SWDs a nd ELLs are in the forefront of our pla nning. Through co-planning, we are able to s hare our differentiations to benefit all students
FORMATIVE 14. Which **formative assessments** (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, DRA, teacher-created assessments, etc.) are used to inform and drive instruction?	The Brooklyn Brownstone School utilizes the following assessments to inform and drive instruction: -ELL Periodic Assessments -HMH Into Reading Diagnostic -Amira Reading Assessment (Grades K-2) -Fountas and Pinnell Reading Assessment (Grades 3-5)
15. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	The Brooklyn Brownstone School takes the following steps to ensure that English Language Learners (ELLs) are appropriately evaluated in their home languages throughout the year. The following practices are commonly implemented: 1. Home Language Identification: At the time of enrollment, schools collect information from families about the student's home language(s). This information helps identify students who may require assessments in languages other than English. 2. Language Assessment Tools: The NYC DOE provides a range of language assessment tools and resources to evaluate ELLs in their home languages. These tools are aligned with the language proficiency standards and help assess students' listening, speaking, reading, and writing skills in their native languages. 3. Qualified Bilingual Staff: Schools strive to have qualified bilingual staff members who are proficient in the languages spoken by ELLs in the school community. These staff members assist in conducting assessments and interpreting assessment results accurately. 4. Individualized Assessment Plans: For ELLs who require assessments in their home languages, individualized assessment plans are developed. These plans outline the assessments to be administered, the language(s) used for assessment, and the accommodations or modifications needed to ensure fair and valid evaluation. 5. Language Support Services: Schools provide language support services, such as bilingual educators or translators, to facilitate communication with families during the assessment process. These services ensure that families understand the purpose of the assessments, their rights, and the assessment results. 6. Culturally and Linguistically Responsive Practices: Schools emphasize culturally and linguistically responsive practices to create a supportive and inclusive assessment environment. This includes considering cultural and linguistic factors that may impact the assessment process and providing appropriate accommodations to reflect students' language backgrounds. 7. Ongoing Monitoring and Evaluation: Schools continuously monitor and evaluate the progress of ELLs in their language development and academic achievement. This includes periodically reassessing students' language proficiency in their home languages to determine their growth and instructional needs. By implementing these measures, the Brooklyn Brownstone School strives to ensure that ELL students are appropriately evaluated in their home languages throughout the year. This approach acknowledges the importance of considering students' linguistic and cultural backgrounds in the assessment process, leading to more accurate and meaningful evaluation outcomes.

SUMMATIVE 16. Which summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	We utilize the following summative assessments to evaluate the effectiveness of our ML/ELL programs: -NYSELAT -NYS ELA -NYS Math According to the ELL Data Analysis tool, we had 0 students complete the NYS ELA or Math assessment. Due to this information, we have used iReady Math and Reading summative assessments to inform our instructional design and curricular decisions.
17. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated instruction during the testing period.	The Brooklyn Brownstone School has followed the following plan for administering the NYSESLAT: -Administration of the the Speaking test within the administration window determined by New York State. The test will be administered to the students by Fe Montarde. -Administration of the Listening/Reading/Writing within the administration window determined by New York State. The test will be administered to the students by Fe Montarde -Any make up tests will be completed within the administration window determined by New York State. The test will be administered to the students byFe Montarde -The administration of the NYSESLAT will be broken up into multiple days to minimize student fatigue. Students who receive ELL and former ELL instruction will continue to receive their mandated sessions throughout the testing window as indicated by their current ELL status.
18. How does your school ensure that current and former ELLs receive necessary accommodations for state assessments, including the Specialized High School Admissions Test (SHSAT) if applicable?	The team reviews the current and former ELLs accommodations for state assessments and integrates their accommodations with the accommodations for students with 504 or IEP plans in our plans for testing.

PART VI: FAMILY PARTNERSHIP

Family Partnership

Required Meetings Under CR Part 154

1. Describe your schools' plan to ensure families of ELLs are provided with the required meetings specified below as per CR Part 154. Include how your school ensures families receive necessary translation/interpretation supports to meaningfully engage in the meetings, how your school schedules these meetings to facilitate attendance, and how your school maintains evidence of these meetings as required per the NYC DOE **Policy and Reference Guide for MLs/ELLs**.

a. ELL Program Orientation to inform parents/guardians of newly identified ELLs of ELL program options, including the program goals and requirements for all three ML/ELL program models: Dual Language Bilingual Education, Transitional Bilingual Education and English as a New Language regardless of whether the school currently has either type of bilingual program and provide a high-quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English Language Learners.	An orientation to inform parents/guardians of newly identified ELLs and of ELL program will be scheduled three times during the school year (Fall, Winter, Spring), and as needed to support the needs of the families. The orientation is led by the school ELL instructor and social worker. Translations of the documents are obtained through translation services. If a family requires translation services the team will work with the Office of Language Access to in-person, virtual and over-the-phone interpretation. Families will receive written correspondence regarding the meeting in their preferred home language. The workshop will include the program goals and requirements for all three ML/ELL program models. This information will be provided to families in their preferred home language, translated by the Office of Language Access. The meeting will also cover the program goals and requirements for the three ML/ELL program models. We will have a classroom teacher present of the Next Generation Learning standards, assessments that will be given in the beginning, middle and end of the year, as well as how translations and/or interpretations will be provided to the families. The school will maintain all documents pertaining to the orientations in the main office for viewing. ion.
b. Annual Individual Meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. *Note*: this meeting is separate from and does not include the mandated ELL program orientation meeting and DOE-scheduled parent-teacher conferences.	All ELL families will receive bi-annual individual meeting, with will discuss the goals of our program, the language development progress, language proficiency assessment results and language development needs in all content areas. The meeting will be held in person with an attendance sheet to record participants. All information (agenda and attendance sheet) regarding the annual individual meetings will be maintained in the main office. The ELL teacher, ELA and Math teachers will be present at the bi-annual meetings.

Additional Opportunities for Family Engagement

2. Beyond the mandated meetings and orientations, describe how your school: a. Ensures families receive all school communications and documents in the language they best understand. How are families able to respond or initiate communications in languages other than English?	At the Brooklyn Brownstone School, ELL family empowerment goes beyond mandated meetings and orientations. The school strives to create a welcoming and inclusive environment for ELL families by offering a range of activities and initiatives that foster empowerment. Here are some specific activities that contribute to ELL family empowerment at our school: 1. Home-School Communication: The school prioritizes effective communication with ELL families by employing various strategies such as bilingual newsletters, translated documents, and interpretation services during parent-teacher conferences. Clear and accessible communication channels ensure that ELL families are well-informed and can actively engage with the school community. 2. Parent Education Resources: The school provides ELL families with educational resources and materials to support their understanding of academic expectations, standards, and assessments. These resources are available in multiple languages and help parents navigate the educational system and advocate for their child's needs effectively. By implementing these activities and initiatives, the Brooklyn Brownstone School promotes ELL family empowerment beyond mandated meetings and orientations. These efforts create a supportive partnership between the school and ELL families, fostering a sense of ownership, engagement, and active participation in their child's education journey. Families are able to respond or initiate communications in languages other than English by using the language board that is posted in the main office. The families are able to use the language board to pull a card for their home language and provide it to office staff. Office staff with then use the Office of Language Access to support the family with document translation, as well as in-person, virtual and over-the-phone interpretation. The school will utilize the RHLA Home Language Aggregation report to identify families that require document translation and in-person or remote translation services.
b. Develops activities that foster empowerment for families of MLs/ELLs. Include how your school determines the needs of your community.	The Brooklyn Brownstone School Diversity Equity and Inclusion Team partners with members of the community to support our school community and engage the students in culturally responsive practices. We will provide parents with information to: -Know Your Rights workshops -Adult English Classes -Immigration Clinics -Interpretation for indigenous and low-incident languages-Professional learning opportunities. We determine the needs of the community through survey, which will be available in the families home language. 1. Multilingual Parent Workshops: The school organizes workshops specifically designed for ELL parents, conducted in their native languages. These workshops cover topics such as navigating the education system, understanding academic expectations, and supporting their child's language and literacy development. The workshops provide valuable information and resources, empowering parents to actively engage in their child's education. 2. Cultural Celebrations and Events: The school celebrates the diverse cultures and languages represented by its ELL families. Cultural celebrations, such as International Day or Heritage Month events, provide a platform for families to showcase their traditions, languages, and heritage. These events promote cultural pride, build community connections, and empower families to share their rich cultural backgrounds. 3. Family Literacy Programs: The school offers family literacy programs that encourage parents and caregivers to actively participate in their child's language and literacy development. These programs provide strategies and resources for reading, storytelling, and engaging in language-rich activities at home. By promoting literacy in the home environment, families are empowered to support their child's language skills and academic success. 5. Volunteer Opportunities: The school encourages ELL parents to participate as volunteers in various school activities. This involvement can range from assisting in the classroom, supporting extracurricular events, or sharing their expertise and cultural knowledge. By offering meaningful volunteer opportunities, the school recognizes and values the contributions of ELL parents, fostering their sense of empowerment and engagement.
c. Ensures families of MLs/ELLs are aware of family leadership opportunities (such as Parent Association (PA), School Leadership Team (SLT), Community Education Council (CEC), etc.)	Families of MLs/ELLs will receive personal phone calls (with interpretation, if warranted) that explain family leadership opportunities. The PTA will also reach out to families to ensure that they are aware of family leadership opportunities.

3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?	The Brooklyn Brownstone School Diversity Equity and Inclusion Team partners with members of the community to support our school community and engage the students in culturally responsive practices. We will provide parents with information to: -Know Your Rights workshops -Adult English Classes -Immigration Clinics -Interpretation for indigenous and low-incident languages- Professional learning opportunities. We determine the needs of the community through survey, which will be available in the families home language.

PART VII: ADDITIONAL INFORMATION

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight how your school supports MLs/ELLs. This form does not allow graphics and charts to be pasted.	N/A

PART VIII: ELL IDENTIFICATION ATTESTATION AND PRINCIPAL CERTIFICATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

1. Describe systems and procedures in your school to serve newly enrolled, current ELLs, and former ELLs. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.	The school counselor and parent coordinator will meet with the families to welcome them and provide them with information pertaining to their ELL status. Families will be welcomed in for a school tour (with language supports). Families will be invited to a beginning of the year family session for ELL families. The session will cover the services the students will receive, an overview of the Next Generation Standards, beginning, middle and end of the year assessments as well as translation services that are available to families. Families of multilingual learners will receive parent notification letters (in their home language) that will address how ELLs and former ELLs will continue to receive mandated instruction. These letters are sent home by the Parent Coordinator within the first two weeks for school.
2. What are the titles of the members of your ELL identification team?	ELL Identification Team Alexander Brunner, Principal Amanda Richards, AP Fe Montarde, ELL Teacher Jaxqueline Samayoa, Classroom Teacher Additional Support Staff (helps to create smoother systems and structures for the ELL identification process) Doreen VanCooten, Secretary Khadijah Suluki, Family Worker Luz Whetstone, Parent Coordinator
3. Describe the structures and process in place for identification of ELLs year-round as required by the **NYC DOE Policy & Reference Guide for MLs/ELLs**. Include how your school proactively plans for the ELL identification process so that it does not interrupt the provision of mandated ENL and/or bilingual instruction to current, former and potential ELLs.	The ENL teacher, and the Assistant Principal work as a team to do the identification of ELLs. The secretary in the main office welcomes the parents who register. Upon registration, parent is provided a Home Language Identification Survey (HLIS) form in their preferred language, to fill out. If the ENL teacher is not available, a bilingual trained pedagogue assists in the registration and administration of the HLIS forms to make sure the form is filled out and signed by parents. If no one speaks a parent's preferred language, the school uses and contacts the DOE over-the-phone Translation and Interpretation Unit for translation services. Then, individual informal interview with the student must be conducted in English to determine the child's language proficiency and needs. All the HLIS forms are checked by the ENL teacher or the Assistant Principal who determines student's eligibility for NYSITELL. For accuracy, reports are generated from the ATS to check students' eligibility for the ENL Program. These include the RLER reports, NYSITELL eligibility list for the newly admitted ELLs and the NYSESLAT (LAT) for transfer students. The ENL teacher ensures that exam history of those students listed in the RLER report confirms eligibility. Eligible students are tested with NYSITELL within 10 school days of initial enrollment. Also, the child must be given the Spanish LAB test (Form B) to determine proficiency level in the Spanish language. Students who score at or above a state-designated level of proficiency (i.e. above the cut-off scores) are placed in a regular class and Non Entitlement letters are sent home with the child. The students who score below the cut-off score for a grade are identified as ELLs who are eligible for the ENL program. This process is done throughout the year whenever newly admitted students who register in school speaks a language other than English. Our school will proactively plan for the ELL identification process prior to registration in the Spring and Fall of each year. This planning process will include the school secretary, school administration and the school parent coordinator.

Principal Certification

In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the NYC DOE **Policy and Reference Guide for MLs/ELLs**, I, attest that the following ELL identification procedures and activities are adhered to, and staff are trained on the items listed below.

- The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
- Enrollment status of each newly admitted student is determined:
    a. If a student has been in New York State public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and English language proficiency level.
    b. If a student has been outside of New York State public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

- The home language of the student is determined by a trained and licensed pedagogue.
    a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

- An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.
- Eligibility for the NYSITELL is determined.
    a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

- Students are administered the NYSITELL, if eligible.
- Notification letters are sent to the parent/guardian in their preferred language.
    a. Parent is notified of their child's ELL status and results of the NYSITELL.

- If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish Language Assessment Battery (LAB).
- Student with Interrupted/Inconsistent Formal Education (SIFE) status is determined using **New York State's resources**.
- If a student is a newly identified ELL, the parent is invited to the parent orientation meeting.
    a. The parent orientation meeting provides parents/guardians with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents/guardians are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

- ELL is placed in the ELL program that the parent selected.
    a. If the bilingual program that the parent selected is not available, the parent is offered a transfer to a school with that bilingual program in accordance with NYC DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a New Language and our school keeps track of parent selection so that when minimum thresholds are met, we can open the ELL program of choice.

- Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process).
- If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months.
- Copies of documentation regarding ELL identification, including letters and parent notifications are kept in the students' cumulative files.

Principal Name:	Alexander Brunner

PART IX: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

Office of Language Access (OLA) Contact:
 	
▪ Contact Information:
  ▪ Cunneely Elena, **ECunneely@schools.nyc.gov**
  ▪ Rivera Ricardo, **RRivera60@schools.nyc.gov**
  ▪ Williams Robert. **RWilliams32@schools.nyc.gov**
 	
Please do not edit
	Robert Williams

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

*The Field Language Access Coordinator and The Office of Language Access will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Job Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Confirmed by School (Y/N)
Jacqueline	Samayoa	Teacher - Regular Grades	2022	Y

Please specify your primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
Luz	Whetstone	Parent Coordinator

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 whose preferred language is other than English (not just parents of ELL students).

PART A: PARENTS' PREFERRED LANGUAGES

Parents' Preferred Languages

Identification and Assessment of LEP Parent Population

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) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

For the last two columns: List number of school staff that are comfortable using their language skills to communicate with parents and regularly assist other school staff members and families with translation and/or interpretation.

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
HEBREW	1	0.12%	1	0.125%		
JAPANESE	1	0.12%	1	0.125%		
ENGLISH	418	99.395%	409	99.255%		
ONEIDA	1	0.12%	1	0.125%		
SPANISH	2	0.245%	3	0.37%		

PART B: PARENT COMMUNICATION AND ENGAGEMENT

Parent Communication and Engagement

Identification of critical parent written communications and standing, in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs

1. List the documents your school typically disseminates every year that require translation, and plans to translate the documents.

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
IEP	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, IEPs connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives.
Emergency Contact Cards	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Media Consent Forms	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Early Childhood Forms	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Health Forms and Notices	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
504 Accommodation Forms	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Immunization Guidance for Families of Young Children	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Developmental Screening Letters	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Fun with Feelings Social-Emotional Development Forms	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Teacher Welcome Letter Templates	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu

Program Welcome Letter Templates	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Getting to Know Families and Their Children: A Beginning of the Year Questionnaire for Families	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Family Guide to Special Education	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu
Procedural Safeguards Notice	The Office of Language Access offers free written translation services, interpretation services for centrally organized events, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts and initiatives. NYC Info Hub translates this document in the following languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, and plans to provide interpretation at those meetings.

Meeting Type (e.g. parent workshops, PTCs)	**How does your school plan to provide interpretation service(s)? Include procedures/resources to ensure timely provision of interpretation to parents.**
Parent Workshops	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access
Parent Teacher Conferences	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access
IEP Meeting	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access
ELL End of the Year Meeting	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access
Parent Meetings	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access
(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access
(C) If a parent has an emergency and needs to contact the school.	If we do not have a staff member that is able to provide interpretation we will utilize over-the-phone interpretation services available through the Office of Language Access

PART C: STAFF AWARENESS

Staff Awareness

Plan to ensure staff awareness of language access requirements and available resources

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance. Specify how your school designated LAC will turnkey and make school staff aware of the available language access resources.	Language Access Coordinators help support staff in monitoring parent language needs, allocating funding to provide language assistance, obtaining language support and informing parents of the availability of language assistance services

PART D: PARENTAL NOTIFICATION

Parental Notification

Provision of notice to parents on the available language assistance services

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	If we do not have a staff member that is able to provide interpretation we will utilize over-the- phone interpretation services available through the Office of Language Access to alert parents of their right to receive information in their preferred language.

PART E: MONITORING

Monitoring

Monitoring Provision of Language Assistance Services

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive.	We will create a survey for limited-English-proficient parents to gather feedback on the language services they receive.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	N/A