



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MAURICE SENDAK COMMUNITY SCHOOL
DBN (i.e. 01M001): 15K118
Principal: ELIZABETH GARRAWAY
Principal Email: WGARRAWAY@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Elizabeth Garraway	*Principal or Designee	
Annie Giovino	*UFT Chapter Leader or Designee	
Debra Farrell-Nelson or Oliver Stockhammer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rachael Pierce	Member/ Member/ Teacher	
Kristin Kaye	Member/ Member/ Teacher	
Trilby Walsh	Member/ Member/ Educational Assistant	
Lauren Young	Member/ Member/ Parent	
Nicole Horne	Member/ Member/ Parent	
Jason Lee	Member/ Member/ Parent	
Bree O'Connor	Member/ Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Interdisciplinary Studies--By June 2014, 100% of students will experience an integrated interdisciplinary curriculum that connects subjects such as science reading, writing math, social studies, Spanish and the arts.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on SLT meetings, teacher input, parent feedback and student assessments, we found that an interdisciplinary curriculum would support our mission and help disseminate our school's values (creativity, joy, inclusiveness, collaboration, independence and positive attitudes) throughout the P.S. 118 community.

As a new school, with a student body population of pre-k and kindergarten students, we are working to create curriculum that shows a connection to all subject areas. This type of interdisciplinary connection will heighten student learning and allow for student choice and creativity. It is also our desire to cultivate an atmosphere where teachers are constantly working with professionals from other disciplines, grades and specialty areas. We believe that students will be better prepared to work in the real world if they are able to make connections and work with people who have various skills and ideas to contribute to a given project or situation. Based on SLT meetings, teacher input, parent feedback and student assessments, we found that an interdisciplinary curriculum would support our mission and help disseminate our school's values (creativity, joy, inclusiveness, collaboration, independence and positive attitudes) throughout the P.S. 118 community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **All science and social studies units incorporate art, writing, math and reading. Teachers plan specific activities to address different learning styles. We have purchased read alouds and books aligned to Social Studies and Science topics including all about me, families, living things, etc. Teachers College ELA Units focus on Writing Like Scientists. Students create projects that integrate art, science and social studies. Families from other countries come in to share recipes, baby books and appropriate experiences. Field work is aligned to Science and SS units.**
2. **Spanish: All classrooms are labeled with Spanish vocabulary, some shared readings that focus on SS and Science topics are done in Spanish; students learn numbers and count in Spanish during math time or calendar activities. Students receive Spanish at least 4 times a week. We share curriculum with parents and send home learning packages for parents to help students.**
3. Students receive two content related cycles of Studio-in - A –School. Children are exposed to different art mediums and techniques from around the world. Students receive two cycles of Together In Dance. The Together In Dance artist in residence collaborates with staff members to integrate movement into our literacy block. Artists guide us in using creative expression to build and demonstrate proficiency in community standards.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom and cluster teachers, TC staff developer, parents, community members, City-At-Work science staff developers
2. Classroom and cluster teachers, para professionals, parents
3. Studio-in-a-School and Together in Dance teaching artists, school staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Curriculum units with teacher revisions, student work, feedback from TC staff developers, final projects, rubrics, checklists
2. Estrellita assessments, student performances, lesson plans

3. Teacher surveys, student performances, student reflections, parent feedback
D. Timeline for implementation and completion including start and end dates
1. September 2013 - June 2014
2. September 2013 - June 2014
3. September 2013 - June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning time, planning days, substitute coverage for planning, lunch and learns, year-long contract with Teachers College, contract with City-At-Work science program
2. Cluster program focused on music/language, purchase of Estrellita Language program, after-school enrichment program focused on acquisition of Spanish
3. Arts funding for 2 cycles of Studio-in-a-School and Together in Dance. Per session for after-school planning; half day PD on Election Day

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents are encouraged to participate in their children's education by :
<ul style="list-style-type: none"> - Volunteering to be a mystery reader - Presenting family histories and baby books for the all about me study - Volunteer skills with technology - Help with activities in the science lab - Work with students at home with Spanish songs and vocabulary
To come in at least once a month for a family celebration

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Race to the Top funds										

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of our students will engage in programs that develop and encourage their social responsibility within our school and community and participate in a minimum of 3 community projects.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
We desire that our students be successful not only in academics but also in the areas of social responsibility and citizenship. Maurice Sendak was a great example of someone who was inclusive and showed empathy and respect for others. Teachers at p.s. 118 believe that students need to be good citizens. We strive to cultivate a place where students can discover the joys of helping each other and discovering what simple things they can do to help those who are less fortunate.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. All teachers will develop and implement an integrated unit on good citizenship and community, and include community building activities in morning meeting.
2. Students will participate in community service projects such as food drives, neighborhood beautification, letter writing campaigns, anti-littering signage, and mural projects related to community values.
3. Pre- K and K will be learning buddies and will read books related to citizenship, friendship and being an up-stander in the community.

4. We will partner with Off the Page, a theater group that will do a 5-week interactive study on community standards

B. Key personnel and other resources used to implement each strategy/activity

1. F- status special education staff developer Andrea Rousso will provide professional development and mentorship for teachers, classroom teachers
2. Classroom teachers, community organizations, Prospect Park personnel, TC Staff developer
3. Classroom teachers
4. Theater company Off the Page, Studio-in-a-School, classroom teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will keep anecdotes to track how much social and emotional supports students need throughout the year, meetings around individual and group behaviors, how students react to each other on the playground, listening to the vocabulary that students use when they want to engage others, pupil personnel team notes. We use that data that we obtain to make interventions, provide supports or to offer praise. School-wide tone
2. Parent feedback, student writing and projects, student reflections, conversations with community partners,
3. Formative observations of students working in partnerships, anecdotes, school tone
4. Final performances, teacher feedback, reflections

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Curriculum planning, per session, substitute coverage, materials and books
2. Block time for participation in community projects, trips,
3. Learning buddies scheduled once a month
4. PD funds for planning with outside organizations, lunch and learns

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We will provide materials and training to help parents work with their children to improve their achievement level
- We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Parents are invited to coordinate activities and programs that help support the curriculum;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Race to the Top funds

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of all teachers will have conducted inquiry work focused on student reading and writing products/assessments in order to create common core aligned rubrics and curriculum

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We are a new school. We strongly believe that in order to drive instruction, we must look at student work. Research shows that one of the most effective ways to improve student learning is to evaluate student work, and modify instruction based on student need.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Weekly inquiry team meetings allow all staff members to look at student work and plan next steps for instruction. Information from these meetings allows teachers to revise upcoming units and to design common core related rubrics that are differentiated based on student need.
2. Teachers administer common core aligned running records to assess students at least 3x a year.
3. All teachers and paraprofessionals will receive ipads to assess students and to track student progress. This information is kept in a central location. Professional development will be provided by technology specialist so that teachers become proficient in tracking and evaluating student work. TC calendar days for principals provide excellent ideas and strategies for principals to use in their conferences with teachers as they coach them on how to using data to improve instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers are involved in PD two hours a week after school, and in regular common core aligned unit planning; Beth Handman, PS 321 AP supports Inquiry work bimonthly, principal
2. TC staff developer, classroom teachers, principal, mentor principal
3. Teachers, para professionals, technology specialist, TC staff developers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Evaluations of student work using TC writing continuum, unit rubrics, running records, modified unit plans, notes from inquiry teams with next step plans for students
2. Data from running record information and tracking of student progress; Mentor principal will do walk-throughs with the principal and they will create an action plan to make sure that student needs are being met.
3. Student tracking systems, school-wide student data base

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly after-school teacher PDs. Common planning time, common lunch periods, after school per session; partial payment of AP
2. Two teachers in classroom so that one teacher can conduct and evaluate running records; substitute coverage; per-session
3. Technology training Saturdays

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive newsletters from classroom teachers delineating what students are learning and how they can help at home.

Parents will be invited to lunch and learn sessions where they can learn more about the curriculum.

The principal will have a grade-by-grade meeting where she discusses the curriculum with parents.

Parents will be able to consult school and teacher website to find out about the common core
 We will send home end of the unit assessments to parents so that they can see how students are progressing.
 Teachers will differentiate instruction by making modifications that facilitate access for all students. Teachers and service providers will meet with parents and discuss these modifications.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Race to the Top Funds

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Multiple Strategies Depending on the needs of children: Phonics - guided reading -guided writing -conferencing --book clubs - reader's theater - note booking	Small group One to One	During the school day
Mathematics	Multiple Strategies depending on the needs of children: Math fluency drills -small targeted groups (based on specific mathematical strands) -partnerships -guided math	Small group One to One	During the school day
Science	Science All science units are integrated and thus the intervention is connected to the ELA and Math interventions guided reading and writing - strategy groups -one on one conferences	Small group One to One	During the school day
Social Studies	Social Studies All science units are integrated and thus the intervention is connected to	Small group One to One	During the school day

	ELA and Math interventions strategy groups -one on one		
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	At-risk services (e.g. provided by F-Status special education teacher, Social Worker, educational assistants, full time special education teacher.)	Small group One to One	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administration posts job descriptions at teacher training institutions, such as Teachers College, NYU, Hunter, and Brooklyn College; Administration attends job fairs being hosted by the DOE, area colleges, etc; use of the DOE website to interview teacher candidates identified as "highly qualified"; seeks out candidates with multiple licenses to support a diverse student body; providing ongoing professional development opportunities to teachers; offering option staff events to build camaraderie and collaboration amongst all staff members.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We are a part of the Teacher's College Reading and writing Project. Our teachers participate in specialty and leadership groups. We have had the enormous fortune to have Cheryl Tyler as our staff developer. She is an early childhood special educator. She is providing our staff with targeted PD.
We have a strong collaboration with P.S. 321. Our teachers collaborate with their early childhood teachers to do curriculum planning.
The principal is part of "Mentoring for Excellence" a program design to help new school leaders succeed by providing them with great mentor principals. Our mentor principal is Elizabeth Phillips; the principal from P.S. 321 She is fabulous. We are part of Network 102. This is a great network that supports its schools with alacrity. As a new school, every member of the network knows who we are and what our specific jobs are. The network also provides PD for all staff members.
The principal also takes advantage of PD provided by CSA.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have used our funds with extreme care. Our primary objective is to make sure that all of our students have a joyful school experience that is academically rigorous and differentiated to meet their needs. We therefore, have dedicated a lot of our money to teacher professional development and to assuring that there are at least two adults in every classroom.
We do not currently have students who are in temporary housing, nor has it been proven (or suspected) that domestic violence is a problem in our current student body population. However, we have made it one of our goals to provide PD and to integrate throughout the curriculum the value of collaboration, respect and working together. We also cover being an "up stander " instead of a by-stander in our curriculum. Staff members are reading and discussing books such as "Zero" and "One."

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

Because of this extra funding, we have been able to hire more adults to provide a lower teacher to student ratio. We are also able to hire substitute teachers so that teachers can attend PD dates. We have also engaged specialists and consultants to help with specific needs of our teachers.

TA Coordination with the Regular Program

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

Once again, with our use of funds to reduce students to teacher ratio, we have been able to prioritize a push-in model of intervention. Students are supported in the classroom by more than one adult. However, when needed, we can briefly pull them out to do targeted RTI work.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 118
School Name P.S 118		

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

Principal Mrs. Garraway	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher N/A	Guidance Counselor N/A
Teacher/Subject Area Kristin Kaye	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Mariateresa Bazzi
Related Service Provider N/A	Other
Network Leader(Only if working with the LAP team) Margery Cooper	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	45	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0				0
Dual Language	0	0	0	0	0	0				0
ESL	0	0	0	0	0	0				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0													0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0													0
Advanced (A)	0													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	I	0												
	A	0												
	P	0												
READING/ WRITING	B	0												
	I	0												
	A	0												
	P	0												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As a school the assessment tool that our school uses is TCWRP. All teachers utilize the running records component, as well as the letter/sound identification assessment. In addition to this, classes also participate in Words their Way a multi-sensory program building phonological awareness. We use this information in order to make learning plans for students, and in order to target specific skills that they need. This information also allows the classes to develop flexible groups for students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We do not have any ELL students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Depending on the needs of our students based upon NYSELAT results we will create specific strategy groups accordingly. Instructional design will be adjusted to support student development in the areas of greatest need. Instruction will maintain a focus on all four modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?4a/b/c. As a New School we currently do not have any data or any ELLs. However, Spanish is infused in our daily instruction and should we have any ELLs in the future we will support them through the purpose of language appropriate materials.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
As a school, we utilize RTI to support struggling students. We begin with informal classroom observations, evaluation of student work, conversations with parents and formal assessments to determine supports for students. Should we find that a student is not moving at an appropriate pace we provide Tier II interventions that currently are small group/individual instruction that are within the classroom. Should we have ELL students we would incorporate more native language instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
When a student enrolls in our school, they complete the HLS and a teacher conducts an informal interview in both English and Spanish(if that were their native language.) This first conversation enables us to determine their primary language and their fluency in both languages. For those Spanish speaking students, we look at Spanish Lab-R results to see the students' abilities in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are a first year school and do not have relevant data.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our pupil accounting secretary would notify our ESL teacher (however, we do not yet have a need for one) when a new enrollee to the NYC DOE arrives. The HLIS is filled out by the parent in their native language. The child is then informally interviewed to determine primary language. If Spanish is their primary language, then our principal, Elizabeth Garraway, would evaluate the child and family in Spanish. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, the LAB-R and the Spanish LAB would be administered by the ESL teacher. This would be done within the first 10 days of the child's arrival. The LAB-R is graded on site, and the parents are immediately notified if their child is designated as an ELL student.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are sent a letter notifying them of their child's status as an ELL student. They are given a time and date to learn about the three types of programs available in NYC for ELL students. They are given the brochure with the options and are shown the DOE video in their native language by the school's ESL teacher, Mrs. Kaye, and then they fill out the survey with the three choices. This is all done within the first 10 days after the child has enrolled. If a parent fails to come our parent coordinator or ESL teacher would reach out to the parent.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once a child has been given ESL services based on the LAB-R scores a parent is notified with an Entitlement letter in both English and their Native Language. The Entitlement letter outlines the child's results as well as the ELL service models in NYC. Within 10 days parents then come in to view the video and receive a brochure on the three models and have all questions answered. Parent forms are distributed at registration by MarieAnn Maloney and Trilby Walsh. Mrs. Kaye, our ESL teacher, will also do all the testing. All Entitlement letters are maintained in student files that are in a locked cabinet.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parent surveys are analyzed and the students are placed in a program. Parents are given a choice of each program with a description of each program. Though parents at our school understand that if we should have any ELLs we would provide a free standing ESL program. If a parent was to select dual language or a TBE program they would be provided with information of available programs.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Should we have any ELLs we would follow the following steps to administer the NYSESLAT. We would order the exams in October and then administer them in the Spring. Students will be annually evaluated using the NYSESLAT that is administered by the ESL teacher. This assessment will provide teachers, parents and administrators with data that reflects each student learning. Also once we get students we will request R-Lab and R-LAT reports to update current and new students.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Since we are a New School with no ELL students we do not have any data for trend analysis.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Should we have ELLs students in our school we would provide push-in services.
 - 1b. We would use the push-in model as well as a homogeneous group.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Should we have ELL students we would ensure that mandiate instructional minutes would be provided as per CR PART 154.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

PS 118 uses the balance listeracy model which include Reading Workshop where students are reading independently and are working with teachers in strategy groups, Writing Workshop where students are writing and working with teachers in strategy groups, Shared Reading, Word Study, and Read Aloud.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Childern will be evaluated in their native language (Spanish) when they enter the school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We currently use the Common Core Learning Standards to evaluate all of our children. In addition, ELL students will be evaluated in all four modalities when they take the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.a Currently we have no SIFE students, however, if we were to have SIFE students we would assess each student to determine their individual needs. Our plan is to fully invest in student needs through interevntion measures, after-school programs, and ulitilze data

to drive instruction.

6.b. Should we have newcomer students, instruction would be differentiated by ability and interest level as well as individual learning style. Heavy scaffolding with visual and kinesthetic opportunities would supplement instruction. We would provide materials at varied abilities in order to differentiate instruction. We would also differentiate instruction providing lessons at varying levels of complexity or at different paces.

6.c. We are a first year school.

6d. We are a first year school.

6.e We are a first year school.

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

Should we have newcomer students of ELL-SWDS our instruction uses a variety of instructional techniques, including direct instruction, indirect instruction, and experiential learning in order to support students. Using the workshop model would also allow ELL-SWDs the opportunity to access grade-level appropriate content, while independently practicing relevant skills and strategies. Our word study approach, Words their Way, allows students to have visual and hands-on experience to accelerate their English language development. Differentiated instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small flexible grouping. In addition, all of our early childhood classrooms are rich with language opportunities for students.

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

Should we have newcomer students of ELL-SWDS our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our students within the least restrictive environment by making sure that all our instructional strategies and grade-level materials the ELL teacher would use would align with the New York State Common Core Standards. Our curriculum allows students the opportunity to access skills at a variety of different levels, supporting development. As a part of our instructional process, all teachers are assessing students in order to inform their practice. This allows teachers to create, small, instructional groups, targeted to students' needs. The flexible nature of these groups acknowledge the times when students make progress and continue to move and push them in greater proficiency. In addition, the use of leveled libraries, small group instruction (inside the classroom), the use of multiple modalities, and daily opportunities for listening and speaking would allow ELLs to read and write at their individual instructional level. Grouping students based on ability, creating cooperative learning groups, and scaffolding instruction are other ways in which we would meet the diverse needs of our newcomer students of ELL-SWD's, within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction
0	0
0	0
0	0
0	0

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- If we had ELLs we would continue to use our hands-on phonics program, Words their Way. We would also continue to monitor students' progress through TCRWP leveled reading system. For our math program we use a combination of TERC and Everyday Mathematics for our curriculum. We would also support all ELLs in each subject area through small, flexible grouping.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We currently do not have a program. If we did all personnel would work to ensure that our ELLs are receiving all the support they need.
11. What new programs or improvements will be considered for the upcoming school year?
- Since we are a new school we will continue to update and modify our curriculum in ELA, math, and content areas.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- If we had ELLs they would have the opportunity to participate in oppportunities that help to develop them into individuals with unique passisons and likes. During the day the students would have this oppportunity during Center Time.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- If we had ELLs we would continue to have different reading materials in different genres, non-fiction texts and vocabulary building in all of the content areas. We would continue to have a classroom Listening Center which would also include native language books and magazines to support our ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We currently to not have any of these prograom models in our school because we have no ELL students. If we did have ELL students we would have a push-in model to support each program model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We currently do not have any ELLs. If we had any ELLs the required services support and resources would correspond with ELL's ages and grade levels by having students grouped according to their corresponding age level, and would be given the opportunity to collaborate and work with their peers as much as possible.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- If we had newly enrolled ELL students we would have a tour of the school building and grounds as well as the students' mainstream classroom. There would be a meeting with the classroom teacher prior to school starting, and ensuring that the student had a "buddy" to help him/her transition to the new school. There would be time made for the Administration to meet with the child so they are aware of each new ELL student nad help them feel welcome. Through the collaboration of teachers, cluster teachers, and the Administration a schedule would be submitted for approval containing the required instructional minutes for all our ELL's as per the CP PART 154.
18. What language electives are offered to ELLs?
- We are an elementary school and do not offer language electives to any of our students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 & 2. We would have all our ELL personnel teachers attend many Professional Developments. We would also take advantage of the Professional Development offered by the OELL and the UFT that include topics such as Common Core Standards, What to know About RTI, and the English Language Learner. Our school would attend monthly Workshops pertaining to both Compliance and techniques and methods useful in teaching ELL students. Our teacher would attend anything that our network offers for ELL teachers as well. All staff members would attend any Professional Development through the network as well as citywide opportunities. These Professional Development help to better plan and prepare lessons for all students.

3. Currently, our school does not transition to upper grades, but our New School will add one grade each year. When the time comes and if we have ESL students to transition to an upper level school we will serve as advocates to the ELL students in every way. We will prepare them with tours, meetings with teachers, and information about their new school and what to expect. Parents will also be assisted in order to make the transition a smooth one.

4. We currently do not have any ELL students. If we receive ELL students we will support all our ELL students by having the Administration, Paras, General and Special Education teachers involved in Network Professional Development Seminars as well as Professional Development options through OELL to complete the 7.5 hours of ELL training as per Jose P.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. If we had any ELL students the parents would be involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff would communicate with ELL parents in their native language through informational packets and home mailings. A translator would be present when there is any meeting or whenever a parent has a question.

2. We currently do not have any ELL students but we would partner with other agencies or Community Based Organizations to provide workshops or services to our ELL parents.

3. One way we would evaluate the needs of the parents would be through the Initial Home Language Survey and Parent Survey. The translating services/materials would be used to assist with any language barriers that may prevent us from communicating with parents. As a school we would coordinate school events for ELL parents and ensure information is received in a timely manner.

4. We have a Parent Association Committee and an SLT committee. ELL students and their parents are invited to participate. We would also provide information to parents of ELLs about events and workshops that might interest to them. We would hang fliers about these events and workshops in the parents' language of choice.

E. Additional Information

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

We tried to be as specific as possible with each question for a school that does not have any ELLs in their student body population. If any ELL student registers we would reach out to our Network and attend the specific workshops necessary.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		