



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BROOKLYN GARDENS ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 19K557

**Principal:** IRENE K. SPENCE

**Principal Email:** [ISPENCE@SCHOOLS.NYC.GOV](mailto:ISPENCE@SCHOOLS.NYC.GOV)

**Superintendent:** JOYCE STALLINGS-HARTE

**Network Leader:** ROXAN MARX

**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
Irene Spence	*Principal or Designee	
Deborah Martinez	*UFT Chapter Leader or Designee	
Kristle Pierson	*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	
Ciani Espada	Member/ Assistant Principal	
Joanna Brown	Member/ Teacher	
Alica Martin	Member/ Teacher	
Mattie Wilson	Member/ Parent	
Jessica Johnson	Member/ Parent	
Audrey Jenkins	Member/ Parent	
Nikia Walker	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching by focusing on lesson design, engaging students in learning and using assessment in instruction to improve pedagogical delivery which will result in improved student achievement for all students irrespective of subgroup identification.

### **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.

P.S. 557, Brooklyn Gardens Elementary School, is an elementary school servicing Pre-K through 2<sup>nd</sup> grade, currently in year one of operation. The need to build a strong culture around ongoing professional growth among a newly formed staff of teachers, administrators, and related service providers is vital to student performance. As a brand new school, the goal of improving teacher effectiveness is generated by the need to produce high student achievement and to make academic yearly progress. Teachers will need to develop their practice and understand how to engage students using curriculum, assessment and instructional materials that align to the Common Core Learning 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. A minimum of four classroom observations to observe practices across competences 1e, 3c, and 3d of the Danielson rubric with actionable feedback by the rating officer.
2. All teachers complete three self-reflections regarding their practice within the specified domains of the Danielson rubric.
3. All teachers will participate in professional learning experiences to progress along continuum of the Danielson rubric to meet their self-selected goal.

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

1. Leadership Academy Coach, Instructional Point from CFN and Talent Coach will work with the administration on effective classroom observations.
2. CFN Talent Coach will facilitate professional learning experiences with all classroom teachers.
3. Administration will support all teachers to actively participate in their own development through Network pd, LEAP Apprentice, and mentor teachers.

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

1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across competencies 1e, 3b, and 3d.
2. Self-reflections will be used both prior and post each observation to measure the alignment between teachers' self-assessment and observed practice..
3. Initial, mid-year and end of year conferences will track progress of observations and the impacts on student learning. Teachers may also utilize the ARIS self-assessment tool.

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

1. All teachers will be observed, both formally and/or informally, depending on option selected during the initial planning conference, and will engage in mid-year and end-of-year self-reflections and assessments.
2. Three times per year in September/October, January/February and May.
3. During teacher team meetings, weekly professional learning community meetings, and afterschool meetings

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

1. Instructional Rounds
2. Weekly professional learning 50 minute block to engage in reflection and learning communities, LEAP apprentice to work as facilitator
3. Common planning periods and weekly 50 minute reflection and professional learning community block

### **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).

During Family Fun Nights staff engage students in literature and hands on projects with their parents to develop skills that parents can use in the home to support children.

### **Budget and Resource Alignment**

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

### **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.
Create a safe and respectful environment for all stakeholders: students, staff and parents.. We expect that 80% of classes will have effective management strategies in place, as demonstrated by the number of behavior incidents reported in the Daily Log

#### **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.
The creation of a safe and respectful environment will provide the necessary foundation essential to long term student success and achievement. The previous school had a high rate of suspensions. Parents voiced their concerns for the safety of their children during the opening of the new school.

#### **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.
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. All group meetings will begin with the connections protocol or responsive classroom meeting, which entails beginning group gatherings with an open and uninterrupted forum to share thoughts for the day. This protocol is designed to help students and staff exercise the right to use their voice and to be heard. It also provides an opportunity to practice empathetic listening.</li> <li>2. Families will engage in hands on learning experience in the safety of the school each month during Family Fun Nights.</li> <li>3. A Partnership with Children social worker will facilitate Parents United meetings to address the social and emotional needs of the children and their families monthly.</li> <li>4. Partnership With Children, a CBO, will support students' social and emotional needs throughout the school day in class and through individual and group counseling and clubs.</li> <li>5. CITE consultant will support staff struggling with management strategies.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Responsive Classroom personnel will train all staff on how to effectively use the protocol at meetings and in the classroom.</li> <li>2. Teachers and administration plan and execute Family Fun Nights.</li> <li>3. Social worker, administration and staff will facilitate and coordinate workshops aligning to the needs of families and students at P.S. 557.</li> <li>4. Partnership With Children Social Workers and interns create a daily schedule to support students and families.</li> <li>5. Consultant and Mentor teachers support the staff.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Teachers and students will participate in learning communities using protocols. Protocols will always end debriefing the process allowing staff and students time to reflect and express their experience as a participant or facilitator. CARE team meetings will monitor progress of students.</li> <li>2. Attendance and reflection sheets from Family Fun Nights.</li> <li>3. CARE team minutes that track progress of identified students weekly and monthly.</li> <li>4. CARE team minutes that track progress of identified students weekly and monthly.</li> <li>5. Consultant feedback and administrative observations to track progression.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. During all staff meetings beginning in September 2013 and ending in June 2014.</li> <li>2. Every month, beginning in October 2013 and ending in June 2014.</li> <li>3. Monthly, beginning in September 2013 and ending in June 2014.</li> <li>4. Daily, beginning in September 2013 and ending in June 2014.</li> <li>5. Monthly beginning in November 2013 and ending in January 2014.</li> </ol>

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

1. Full day Responsive Classroom Training for all staff members.
- Staff and Parent Association plan monthly event together.
- Partnership with Children CBO funded with RTTT plans and facilitates monthly.
- Daily individual, group and class schedule created with staff and social workers.
- Hired a CITE consultant to support teachers once a month.

**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).

During Family Fun Nights and Parents United meetings school wide expectations around creating a positive culture will be modeled for families to support students at home.

**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

**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.

Raise student academic achievement in Reading. 75% of students will increase their reading level the equivalent of a year or more by June 2014 as measured by Fountas and Pinnell reading levels.

**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.

Approximately 70% of our students are reading one or more levels below grade-level benchmarks as measured by Fountas and Pinnel reading levels. Our goal of raising student achievement in reading is two-fold, since an increased focus on literacy can impact performance in all other subject areas, as there is a basic need for core literacy skills in all subjects.

**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**

- Individual reading goals set for each student
- Independent Reading for 20 minutes a day
- Guiding Reading/Strategy Lessons at least twice a week
- Push in support by ELL and AIS specialists
- Intensive small group instruction using Foundations for 2<sup>nd</sup> graders on Tuesdays and Wednesdays after school for a total of 100 minutes weekly.

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

- Classroom teachers and, ESL and AIS providers
- Classroom teachers
- Extended-day teachers, classroom teachers and AIS teacher
- ESL and AIS providers
- Extended-day teachers

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

- Weekly reading conferences to track progression and create new goals as needed

2. Weekly monitoring of student reading logs and teachers lesson plans
  3. Monitoring teachers lesson plans bi-weekly and reviewing F&P levels monthly to monitor student growth
  4. Use of SOLOM and Reading Benchmarks quarterly to monitor progress and language proficiencies.
  5. Quartely monitoring F&P levels and monitoring teachers small group lesson plans bi-weekly
- D. Timeline for implementation and completion including start and end dates**
1. Beginning in October 2013 and ending in June 2014, monthly.
  2. Beginning in September 2013 and ending in June 2014, daily.
  3. Beginning in October 2013 and ending in June 2014.
  4. Beginning in September 2013 and ending in June 2014.
  5. Beginning in November 2013 and ending in June 2014 weekly for 100 minutes.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Weekly data hour built into teacher schedule
  2. Purchase of independent reading books
  3. Purchase of guided reading book sets
  4. Provider schedules in ESL and AIS
  5. Extended 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).

During curriculum night parents were offered tools to engage with their children with books at home. Weekly reading logs support parents in holding students accountable to reading. Common Core booklets are made available for families to support them in fostering a love for reading and empowering them with the skills their children need to attain.

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

**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).

**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
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
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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Foundations – Phonics Intervention Program  Guided Reading Strategy Groups – Small groups based on needed strategy or skill	Small Group  One-to-one	During School Day  Extended Day
<b>Mathematics</b>	Go Math Response to Intervention	Small Group	During School Day  Extended Day
<b>Science</b>	FOSS Kits	Small Group	During School Day
<b>Social Studies</b>	Leveled texts to support Social Studies thematic units	Small Group	During School Day  Extended Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling  Socialization Group  Anger Management Group  Role Play  Students Self-evaluate Choices	One to One  Small Group	During 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.			
	<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.</li> <li>• Our pupil personnel secretary will closely work with our CFN 401 to ensure that non-HQT meet all required documentation and assessment deadlines.</li> <li>• Mentors will continue to provide a support to new and struggling teachers.</li> <li>• Teachers will be programmed based on their areas of expertise and licensing.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Summer Professional development facilitate by administration for all staff.</li> <li>• Weekly lunch and learns.</li> <li>• Network Professional developments for principal, Assistant Principal and instructional lead teachers.</li> <li>• Weekly school-wide meetings.</li> <li>• Science consultant-City At Work</li> <li>• School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from strategic use of short, frequent cycles of classroom observation and student work/data.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding will be set aside for Students in Temporary Housing.

**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.
<ul style="list-style-type: none"> <li>• AIS teacher provides targeted small group and one on one instruction for children to meet proficiency.</li> </ul>

**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).
The AIS provider meets weekly with classroom teachers around assessment and planning targeted instruction. Students are

serviced through a combination of push-in and pull-out services. All schedules reflect a daily small group/explorations period which allows for targeted instruction and student choice dependent on need, while students do not miss instruction.

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## **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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>557</b>
School Name <b>Brooklyn Gardens Elementary School</b>		

### 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 <b>Irene Spence</b>	Assistant Principal <b>Ciani Espada</b>
Coach	Coach
ESL Teacher <b>Nicole Cafero</b>	Guidance Counselor
Teacher/Subject Area <b>Gillian Sucher</b>	Parent <b>Kristle Pierson</b>
Teacher/Subject Area	Parent Coordinator <b>type here</b>
Related Service Provider <b>R. Schubert</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>141</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>9.22%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	1	1	1											3
Pull-out														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>									

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	

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
Dual Language										0
ESL	13	0	3							13
Total	13	0	3	0	0	0	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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
<b>TOTAL</b>	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>    </u>	Asian: <u>    </u>	Hispanic/Latino: <u>12</u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>	Other: <u>1</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	3	5	5											13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	5	5	0	0	0	0	0	0	0	0	0	0	13

## 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)	3	1	2											6

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
Advanced (A)														0
Total	3	1	2	0	0	0	0	0	0	0	0	0	0	6

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

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.  
At Brooklyn Gardens Elementary, PS 557 we will use the Fountas and Pinnell Assessment to evaluate student reading and comprehension ability to determine early literacy skills. The data obtained from the Fountas and Pinnell assessments will be able to inform instruction for our ELLs align to a Leveled Literacy Intervention, and determine each child's instruction level for guided reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on the data, our LAB-R results for our new students reveal that they are beginners. The data from the existing ELLs reveal that three students have a proficiency ratings of beginners, two students have a proficiency rating of intermediate and the remaining three have a proficiency rating of advance from the 2013 NYSESLAT.
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](#))  
See responses below:
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?

A. The patterns across grades are similar, many of their proficiency levels are beginners. Twelve out of the thirteen students native language is Spanish and the other being Bengali.

B. The school leadership and teachers are using the results of ELL Assessments to group students according to levels in oral , reading and writing ability. These ongoing assessments permit both the school leaders and teachers to examine the child's knowledge and learning to gather more than quick snapshots of what the child can do but also to define the child's next learning goals.

C. As our school continue to learn about ELLs from assessments, children will be academically supported in their native language by adapting instruction to support the learning process. Classroom activities will match the students second-language acquisition levels. For example, depending on the students proficiency level scaffolds will be tailored to increase the L1 dominance. Teachers will use cognates to develop comprehension in English. Teachers and students will be able to use their native language in the classroom as a way to increase their awareness in their primary language as a tool for understanding a second language.
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](#).)  
Using the Standard Treatment Protocol Model, we will use the data received from the Fountas and Pinnell Benchmarks and the Student Oral Language Observation Matrix (SOLOM) to determine if our ELLs are in need of an intervention to increase their oral and academic levels.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
To ensure that our children's second language is considered when making instructional decisions school leaders and teachers play an important role in a learner's acquiring a second language. We will adapt instruction to meet the individual needs of the learner so that each student can achieve academic success. As a school community we will consider the psychological and social factors of all of our ELLs:
  1. Psychological Factors include: Getting to know the learner's background, L1 and L2 experiences, prior academic success, likes/dislikes, social-emotional factors- self-esteem, motivation, anxiety level & attitude toward L1 & L2, attitude toward teacher and class, cognitive factors- level of L2 acquisition, cognitive/learning style.
  2. Sociocultural factors include: family acculturation and use of L1 & L2, family values, sociocultural support for L1 in the classroomGetting to know the child is a key factor to ensuring academic and social success for an ELL and at PS 557 (Brooklyn Gardens Elementary) we will make sure that this is apart of their learning experience.
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?

Paste response to questions here:

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

To evaluate the success of our program for ELLs, we will closely monitor progress for all thirteen students. To ensure that we are meeting AYP for ELLs and students are academically increasing in their F & P levels and increasing in their oral proficiency levels (SOLOM) students will be monitored and assessed quarterly to make decisions about:

1. Student placement
2. To make day to day instructional decisions
3. To make adjustments if needed with resources, instructional time and materials

This process will allow for us to measure student achievement against the SOLOM Matrix, F & P Continuum and the NYSELAT exam.

## 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](#).)
  1. An oral interview is conducted upon registration to assess students command of oral language using a series of questions such as: What is your name? What day is it today? Where were you born? by a licensed pedagogue.
  2. Based on the result from the Home Language Survey the student is determined as an ELL if another language is written other than English.
  3. LAB-R is administered within ten days of registration
  4. Notification to parents are sent out of entitlement , along with an invitation for a parent orientation
  5. Licensed ESL pedagogue conducts the parent orientation and all documents including agenda, parent attendance and parent choice letters are collected within ten days of registration
  6. ELPC screen on ATS is updated with the parent choice information within 20 days of registration
  7. Program is devised with a licensed ESL pedagogue to provide mandated services to ELL students.
  8. For spanish and creole speaking families, we have in house staff members that would provide translations orally and in writing. For all other languages, over the phone language interpretation services support is provided.
  9. Administration for the Spanish LAB-R is administered for students who do not pass the English LAB-R.
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.

Similar to the actions taken upon registration, parents are invited to attend a parent orientation to discuss choices and receive clearer understanding of all three program choices. Phone calls are made by pupil accounting secretary to confirm attendance of all parents of children who are deemed to receive services.
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 [\[see tool kit\]](#).)

An orientation meeting conducted and parents are given entitlement letters upon completion of the LAB-R assessment. Letters are sent home, along with a phone call inviting parents to come in to discuss the process. After entitlement letters, parent survey and program selection have been made a file is created for each student and confidentially filed with all ESL documents. ESL Teacher maintains all documents in a secured area for filing. The LAB-R, NYSESLAT history report from ATS is generated to assure eligibility for all students mandated services.
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.

During the parent orientation placement letters and entitlement letters are distributed and copies of these letters are placed in each students file in a secure area. Translation services are provided through in house staff and the use of over the phone translation and interpretation service. The ELPC screen in ATS is completed within 20 days by the ESL Teacher. Parent choice are based on 3 programs available in NYC: TBE, DL, & ESL, not only the programs currently in place at the school.

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.

We currently service grades K-2, which means there will be only two bands of the NYSESLAT exam that will have to be administered for a total of 13 students. A schedule will be created and the ESL teacher will facilitate all sections of the NYSESLAT exam to all students. The RLAT screen on ATS will provide us with the information needed to determine students who will be administered the NYSESLAT Exam. A schedule will be created for NYSESLAT testing to ensure that all four components of the exam are administered to all students. The ESL teacher will be responsible for administering all components of the test to all 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. 
- This is our first year as an established school taking over a phase-out school. Discussion with staff members of the phase-out school have informed us that many families always preferred free-standing ESL. Currently, all newcomer parents have requested that children receive freestanding ESL.

## 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])?
    - A. We currently have ESL students in grades K,1 and 2, resulting to a total of 13 students. Students are grouped in our Kindergarten and first grade ICT classroom, second grade general education classroom and one student is in our 12:1 self contained special education class. We will use a combination of heterogeneous and homogeneous program models to allow for push-in and pull-out groups. Groups will be organized according to proficiency levels and mixed proficiency levels.
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)?
 

Currently, we have three students whose proficiency ratings are Advanced and require 180 instructional minutes, while the remaining 10 students proficiency ratings are split between beginners and intermediate which require a total of 360 instructional minutes. The ESL teacher will support students at the advance levels pushing-in to increase their oral and academic levels, while pulling-out all beginners and intermediates to fulfill the mandated 360 minutes for ESL instruction.
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.
 

The principles of Specially Designed Academic Instruction in English (SDAIE) is the approach we will take to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. SDAIE addresses the following needs of English Learners:

  1. to learn grade-appropriate content
  2. to master English vocabulary and grammar
  3. to learn academic English
  4. to develop strategies for learning how to learn

The goal of the teacher is to devote particular attention to communication strategies. Using SDAIE as an approach to teaching ELLs involves the careful planning of content, language, and learning strategy objectives and the selecting, modifying, and organizing of materials and text that support those objectives. As the teacher plans out the content objective, each content objective has specific language demands. Language objectives are devised to consider the various tasks that language users must be able to perform in the different content areas. The Language Objective addresses not only vocabulary but also the language functions and discourse of the discipline. Implementation of the SDAIE model will meet the needs of our ELLs ensuring that language development is embedded to everyday learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

To ensure that ELLs are appropriately evaluated in their native language throughout the year we will administer the same assessments in their native language and in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we will use the Student Oral Language Observation Matrix (SOLOM). The SOLOM is a rating scale that we will use to assess students' command of oral language on the basis of what they observe on a continual basis in a variety of situations (class discussions, interactions before and after class, and everyday). The teacher matches a student's language performance in listening comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each. The Fountas & Pinnell Assessment will be used to measure comprehension on a quarterly basis.
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).

A. Currently, we do not have any SIFE students. However, an instructional plan for future SIFE students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to proficiency level.

B. Newcomer students are serviced in small groups with children from mixed level groups until they have acquired basic inter-communication skills (BICS). Using the SOLOM measuring tool, newcomers are frequently informally assessed in their speaking and listening skill in order to begin instruction to improve their cognitive academic language proficiency (CALP).

C,D,E. We currently only have children with less than 3 years of receiving ELL services. In the event, that one of our students are held back we will provide freestanding ESL services using the SOLOM and F&P assessments to measure the oral language and comprehension.

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?

We currently have ELL-SWDs in Self-Contained (12:1) and Integrated Collaborative Teaching (ICT) classrooms. All students are serviced by an ESL teacher using the push-in and pull-out approach. Universal Design for Learning (UDL) principals will serve as a guide to provide access to academic content areas and accelerate English Language Development. This method will give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement. The following principles should support English language Development for ELL-SWDS:

1. inclusiveness- a classroom climate that communicates respect
2. physical space- equipment, resources and materials provide access for participation, a little physical effort in obtaining
3. delivery methods- content is delivered and presented in multiple modes
4. information access- use of captions videos, accesible electronic formats and printed work
5. interaction- accessible to everyone, use of multiple ways for students to participate
6. feedback- effective prompting during activity and constructive comments for all studentwork completed
7. demonstration of knowledge- provisions for multiple ways to demonstrate studentwork: group work, portfolios, demonstrations, and presentations.

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?

ELL-SWDs participate in mixed grouping with students in the general education population to engage in communication with peers in their grade. Scheduling is designed strategically to offer oppotunities for students in the 12:1 and ICT classroom setting to participate in instruction with peers in their same grade in the general education classroom with support from the ESL teacher.

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

For our freestanding ESL, students are offered targeted intervention in the areas of math and literacy in English during extended day on Tuesdays and Wednesdays. Newcomers will be pulled-out and provided more of a direct instruction to build on their language proficiency.

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

Our ESL teacher will continuously collaborate with the classroom teachers to ensure that content objectives and language objectives are aligned to the Common Core Learning Standards and supporting language development. Past NYSESLAT assessments will be administered for a baseline, and quarterly along with teacher made assessments will be used to monitor progress.

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

Additional resources and technology devices will be considered for the upcoming school year.

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

There are no programs that will be discontinued for ELLs.

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

All ELLs are afforded the equal opportunity to all school programs. We currently have designed an extended day program tailored to support our ELLs on Tuesdays and Wednesdays. Every Friday, all students are apart of school-wide clubs. Students we given opportunities to choose a club that they were interested in. ELLs were offered a menu of chooses and explained in their native language for full understanding and participate with the entire school community.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use an inquiry based approach for instruction and learning, GO Math for mathematics, ReadyGen for Literacy, Full Option Science System for Science and the NYCDOE Social Studies Scope and Sequence for our curriculum. The ESL teacher collaborates with the classroom teacher and ensures that the SDAIE approach is embedded to provide scaffolds for ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For freestanding ESL, the native language is supported using cognates as a form for vocabulary development, visuals for picture clues, repetition, establish a culture for learning by acknowledge and respecting the culture of our ELLs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ESL teacher will hetergeneously mixed groups in an age and level-appropriate manner. For example, ELLs are grouped with other students from different grades to support language development.

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.

We ensure that newly enrolled ELL students and their families are prepared for the school year upon registration. A 1:1 interview is conducted during the registration process and families receive information about our school. Such as beginning and ending times, school supply list, contact information, a tour of the school is provided and a meet and greet between administration and families.

18. What language electives are offered to ELLs?

Currently, there are no language electives offered at our school.

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)?

Paste response to questions here:

### **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. The professional development plan for ELL personnel at our school will be provided by both our Childrens First Network 401 staff and PS 557 administration. Professional Development will be held:
    - faculty conferences (Monthly- during Lunch and Learns)
    - grade planning meetings (Weekly-during common prep periods by grade clusters)
    - professional development days (including chancellor days)
    - designed CFN 401 locations/in school PDs (example: New ESL Training - Cohort I)
    - Language Coordinators Training
  2. The professional development for all pedagogues of ELLs will provide training during faculty conferences, grade planning meetings and professional development days. The ESL teacher and classroom teacher will collaborate to ensure that curriculum and daily plans are aligned to the Common Core Learning Standards.
  3. We are currently a new school and only service grades Pre-k through 2.
  4. All staff is provided with ELL training during faculty conferences, grade planning meetings and professional development days. Training will also be provided by the CFN. All documents will be maintained and secure in a designated area in the main office.

### **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. We currently have a family volunteer program and encourage all ELL families to participate. We currently have parent workshops scheduled for ELL families such as, monthly family fun nights, cookshop and parent united and we encourage them to attend. Families are encourage to take part in their childs learning. All school messaging and letters are translated for communication.
  2. We currently partner with Partnership with Children and they provide ongoing parent workshops for all parents including ELL parents. Which include, Parents United monthly workshops.
  3. Currently, upon registration all ELL families that register their child have a meet and greet with administration to support the transition and welcoming to our school. We will also provide survies to families twice a year once in the mid-year and another at the end of the year to gain insight to potential workshops they would like to have throughout the course of the year and how we can better serve our community.
  4. Based on meet and greets with families, many families are interested on learning how they can learn ways to support their child at home with their academics.

### **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.

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name:** Brooklyn Gardens Elementary

**School DBN:** 19K557

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irene Spence	Principal		10/24/13
Ciani Espada	Assistant Principal		10/24/13
	Parent Coordinator		
Nicole Cafero	ESL Teacher		10/28/13
	Parent		
Johanna Amencio	Teacher/Subject Area		10/28/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		