

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**19K557**

**School Name:**

**BROOKLYN GARDENS ELEMENTARY**

**Principal:**

**IRENE K. SPENCE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- ✓ **Section 5A Capacity Framework Element - Rigorous Instruction**
- ✓ **Section 5B Capacity Framework Element - Supportive Environment**
- ✓ **Section 5C Capacity Framework Element - Collaborative Teachers**
- ✓ **Section 5D Capacity Framework Element - Effective School Leadership**
- ✓ **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 19K557  
School Type: \_\_\_\_\_ Grades Served: PreK-3  
School Address: 574 Dumont Avenue  
Phone Number: 718-495-7012 Fax: 718-495-7018  
School Contact Person: Susana Morales Email Address: SMorales4@schools.nyc.gov  
Principal: Irene K. Spence  
UFT Chapter Leader: Deborah Martinez  
Parents' Association President: Iona Roberts  
SLT Chairperson: Deborah Martinez  
Student Representative(s): N/A

**District Information**

District: 19 Superintendent: Joyce Stallings-Harte  
557 Pennsylvania Avenue  
Brooklyn, New York 11207  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: jstalli@schools.nyc.gov  
Phone Number: 718-240-2700 Fax: 718-240-2751

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 401 Network Leader: Shenean Lindsay

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- ✓ List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- ✓ SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- ✓ The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Irene Spence	*Principal or Designee	
Deborah Martinez	*UFT Chapter Leader or Designee	
Iona Roberts	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	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	
Cathy Ortiz	Member/ Parent Association	
Franchy Ortiz	Member/ Parent Association	
Keja Alleyne-Holder	Member/ Parent	
Shakira Crawford	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
✓	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
✓	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
✓	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
✓	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
✓	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
✓	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- ✓ Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- ✓ School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- ✓ Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- ✓ **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- ✓ **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- ✓ **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- ✓ **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- ✓ **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

- Brooklyn Gardens Elementary school is a new school that planted its roots in a co-located building in East New York, Brooklyn in July 2013. Without the title of "community school" it is still what we envisioned. We began our outreach over the summer of 2013 with our small but dedicated staff walking the streets of our community, meeting families, meeting local business owners, meeting with the council representative's staff, parks and recreation. We wanted to learn and understand what the community needed and wanted from us and we wanted them to know we were here to work together. We soon partnered with Partnership with Children to ensure we would be able to empower our families, our children and our community to grow socially, emotionally and academically. Partnership with Children became a founding part of our school; as we adopted their tenets, we sprouted with shared beliefs. In August of 2013 we hosted a community barbeque in the Success Garden, a part of Parks and Recreation, located directly behind our school. We invited families, council members and representatives, local businesses, school neighbors, partnerships, and our families. Our entire staff along with Partnership with Children connected with community members and families and began to listen and build relationships which have been the foundation of our school. We listened to what our families and children were telling us and asking of us and our mission became to empower them to understand their world and to define their own place within it. As August progressed we began to meet individually with several families, we held neighborhood meetings and met at the councilman's office as well. We wanted to make sure it was personal, that we listened to everyone's journey, struggles, hopes and dreams. Those were the roots we planted very early on, that this work is built on relationships.

We stayed committed to meeting the needs of our children, families, staff and community by making purposeful decisions about the school environment, curriculum and instruction. We wanted our children to continue to ask, "Why?" We wanted them to hold on to that curiosity and the need to know so they will be able to push down barriers and open doors. We knew we needed to keep them curious, and so inquiry is at the heart of our teaching and learning. We began to expose and engage our children in real life learning experiences through our work in beginning to create an interdisciplinary curriculum, infused with social studies, science and the arts. Partnership with Children supported us in leading the way to strengthening social and emotional skills as well. They strengthened the culture of the school community in: increasing student attendance and on-task learning; improving teachers' classroom management skills; reducing school violence, suspensions, and other disciplinary referrals; reducing bullying; supporting families in accessing mental health care; engaging families in their children's education; and ultimately improving overall academic achievement. It went beyond whole school meetings, class meetings, small group counseling and even our 1:1 counseling. Brooklyn Gardens and PWC as one visited our families' homes, shelters, and even went alongside to doctor's appointments.

As the year progressed we worked hand in hand with our parents and School Leadership Team to continue on our mission. Every month since October 2013 we have hosted a Family Fun Night as a safe, hands-on learning opportunity at the school for families to engage in with their children, creating memories and having fun! We began monthly coffee chats as support groups for parents. We participated in CookShop

for families and CookShop for children to promote healthy food choices, cooking and living. Our second graders became swimmers as a part of Swim 4 Life, promoting healthy bodies.

As our first year came to an end we were more committed than ever to a community school strategy. As we have met with our families and SLT team our focus is to promote wellness; healthy minds, bodies and hearts. As we continue to focus on education we emphasize that education goes far beyond academics. Our school community is committed to empowering each other to seek healthy minds, bodies and hearts! As we continue this work this year student innovation and global awareness are at the forefront of our work as we will empower our children and families to take ownership of their changing community. We have already begun work around planning for a rooftop garden which our students along with their families to cultivate.

As we continue to strengthen our hands on approach to learning, we are designing units of study that offer our students the opportunities to investigate and explore their world through an experiential, project based approach. Throughout all units the focus on wellness will run through, as students gain 21<sup>st</sup> century skills and global awareness. We believe firmly that in order for our students to define their own place in this world they must understand it.

This year we have locked in our partnership with Partnership with Children as they are the lead CBO chosen to support us in the work as we are one of the city's Community Schools chosen this year. We have also partnered with LEAP ALLL, Pens of Power, Project Green Reach, CookShop and Cool Culture Club to support our work in creating interactive classrooms in which students build and apply knowledge.

The areas we showed the most growth in were: creating a safe and positive learning environment for all stakeholders, staff gaining a normed understanding of the competencies and the rubric from Danielson's Framework for Teaching, and developing shared beliefs around how children learn best and designing instruction that aligns to the shared beliefs.

Key areas of focus for this year are to connect learning to experiences and text across all disciplines by designing rigorous instruction with a focus on student discussion to build and apply knowledge, to strengthen and extend our social and emotional supports by implementing a school-wide PBIS initiative and tiered supports to develop self-awareness, regulation and resolution, and to strengthen family supports to increase school-wide and targeted student attendance.

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- ✓ Balance of literacy and math instruction (QR)
- ✓ All teachers emphasize literacy experiences in their planning and instruction (QR)
- ✓ Writing emphasizes use of evidence from sources to inform or make an argument (QR)
- ✓ Providing students with reading and writing experiences grounded in evidence from text, both literary and informational
- ✓ Strengthening students’ understanding of text and content knowledge through meaningful connections to personal experience and by creating experiences (Performance Tasks)
- ✓ Increasing work around math exemplars to develop conceptual understanding and apply math in context
- ✓ There is a focus on the balance between practicing and understanding in the math classroom

#### Needs:

- ✓ Ensuring entry points for all learners in all subject areas (QR)
- ✓ Quality of student discussion: building on each other’s ideas, supporting ideas using text references, providing feedback
- ✓ Building academic vocabulary and language across all subject areas (Performance Tasks)
- ✓ Creating coherent progressions within the standards from grade to grade so student knowledge and skills build on previous learning as foundations with a focus on targeted concepts; creating a coherent progression of prerequisite skills to meet student needs
- ✓ Designing tasks that are appropriately and cognitively engaging (QR)

The priority need is the quality of student discussion as it will allow for opportunities to address other needs identified.

Data Sources: New Schools Quality Review 2013-2014, Teacher Survey, SLT Survey, Student Survey, Performance Tasks, Quality Review 2014-2015

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of students will have engaged in quality student discussion in which all students participate, student’s build on each other’s ideas, and students use data and/or text to support their ideas in classrooms that are interactive and encourage students to build and apply knowledge as measured by design of unit and lesson planning that includes opportunities for student discussion, teacher observational notes, classroom observations, and student work products.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- ✓ Research-based instructional programs, professional

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the*

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>✓ Strategies to increase parent involvement and engagement</li> <li>✓ Activities that address the Capacity Framework element of Trust</li> </ul>			<i>activity/strategy?</i>
<p>Professional learning with a focus on talking to learn and an emphasis on student discussions.</p> <ul style="list-style-type: none"> <li>✓ Articles to support research and implementation</li> <li>✓ Creating opportunities for teachers to engage in teacher discussion to build and apply knowledge</li> <li>✓ Instructional Rounds to observe practices and provide feedback to peers and build trust</li> <li>✓ Modeling of effective practices</li> </ul>	All Staff	September 2014-June 2015	Principal and Assistant Principal, Professional Learning Team
<p>Vocabulary and language development to support student discussion:</p> <ul style="list-style-type: none"> <li>✓ Frontloading content specific vocabulary</li> <li>✓ Language walls and anchor charts in every classroom</li> <li>✓ Language stems and sentence starters</li> <li>✓ Protocols for student discussion</li> <li>✓ Cooperative pairing to build confidence and trust with peers</li> <li>✓ ALLL LEAP program</li> <li>✓ Cool Culture Club to link experiences to text</li> </ul>	Students	November 2014-June 2015	All Staff
<p>Parent Engagement</p> <ul style="list-style-type: none"> <li>✓ Family Fun Night always includes an interactive read aloud and text based discussion</li> <li>✓ Read and Talk with Me is a biweekly parent group to partner with parents to support them in reading and talking to learn with their children</li> </ul>	Families	September 2014-June 2015	All Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Learning:

- ✓ Text to support building knowledge
- ✓ Consultants to provide coaching and modeling that support application
- ✓ Monday Professional Learning time
- ✓ Mentor Support Teacher

Classrooms:

- ✓ Rich text to support student discussion
- ✓ ESL teacher
- ✓ ALLL consultant

Families:

- ✓ CBO, Partnership with Children, social workers and consultants
- ✓ Family Fun Night texts and resources
- ✓ Cool Culture Club Membership

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ✓ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ✓ Specify a timeframe for mid-point progress monitoring activities.

Mid-point Checkpoint: By the first week of February 2015, all current unit and lesson plans will have opportunities for daily student discussions, all students will have a cooperative peer in literacy and math, and Advance observations will show an increase in effective practices around questioning and discussion domain 3b and engagement in learning domain 3c.

**Part 6b.** Complete in **February 2015.**

✓ Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
✓ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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

#### Strengths:

- ✓ School-wide expectations have been developed by all stakeholders and are internalized
- ✓ School-wide improvements evidenced by decrease in occurrences and the level of incidents
- ✓ In depth knowledge of students as case study during weekly CARE (Children Are Reason Enough) team meetings
- ✓ Small group targeted instruction across all k-3 classes from 12:50-1:30 daily school-wide to meet student need in a supportive environment
- ✓ Teachers pull students whom are struggling or have missed school to support them
- ✓ Partnership with community based organization, Partnership with Children, whom provides whole class, small group and individual supports to children, as well as to families and staff
- ✓ Students are provided with tools to share how they are feeling and to identify what is causing them to feel a particular way
- ✓ Every day begins with Circles which is built into all class schedules as a way to begin each day positively, foster trust and safety, encourage discussion, and assess student needs and strengths socially and emotionally
- ✓ Every Monday morning there is a school-wide Community Circle to celebrate academic, physical and SEL progress, as well as to ensure everyone understands the expectations
- ✓ Attendance Initiative with mentors to press the importance of coming to school every day and systems to monitor attendance
- ✓ School-wide PBIS initiative

#### Needs:

- ✓ Analyzing data for individual student behavioral needs to increase self-awareness and self-regulation and reflection
- ✓ Improved feeling of safety in the playground and the cafeteria
- ✓ Teaching students organizational skills needed to succeed
- ✓ Students taking ownership of actions and reactions
- ✓ Students supporting each other’s learning
- ✓ Peer mediation

The priority need is for students to engage in self-monitoring and to support each other to succeed.

#### Data Sources:

Learning Environment Survey, New School Quality Review, SLT Survey, Teacher Survey, Parent Survey, Student Survey, CARE team logs, OORS

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will provide 100% of students with social and emotional supports by implementing a school-wide Positive Behavior Intervention Support Initiative and will create BIPS for individual students in need, so that students may reflect on and monitor their own social, emotional, physical and intellectual behaviors to improve the school

environment, as measured by an increase in positive behaviors evidenced in the PBIS class and individual student reflection logs and CARE team referrals and logs.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>✓ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>✓ Strategies to increase parent involvement and engagement</li> <li>✓ Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Partnership with Children follows a researched based CASEL curriculum to increase self-awareness, social awareness, conflict management, relationship skills and responsible decision-making. They push into classes to model for teachers how to be a supportive leader. Their services include individual counseling, socialization groups, targeted small groups, whole class cycles of support, family intake and support and staff supports. From the onset it is articulated and understood that there is confidentiality unless safety is a risk and there is always open communication. Furthermore, they model and practice consistency and follow through with words and actions.	Staff, Families, Students, Community	September 2014-June 2015	CBO, Principal, Teachers, Para-Professionals, Parents
PWC leads a weekly child study meeting to in depth discuss students' needs and supports and to monitor progress of students which involves all stakeholders.	Students, Families	September 2014- June 2015	CBO, Principal, Assistant Principal, Teacher, Service Providers, Parents
PBIS class logs and individual logs to monitor student progress of targeted behaviors. Weekly student reflections to set goals.	Students	November 2014-June 2015	CARE Team, Assistant Principal
SEL Mentors to support individual students with CASEL.	Students	January 2014-June 2015	CARE team, CBO, Paraprofessionals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Partnership with Children CBO, incentives, CASEL curriculum

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ✓ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ✓ Specify a timeframe for mid-point progress monitoring activities.

By the first week of February, all students will be self-monitoring individual behaviors set forward in the school-wide PBIS expectations on a daily basis. At the end of each week all students will be completing a reflection log and setting goals for the following week.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| ✓ Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| ✓ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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

#### Strengths:

- ✓ Collective responsibility between General Education and Special Education teachers to support all learners
- ✓ Frequent professional learning opportunities to build knowledge and improve teacher practice for all staff, that is planned using the information gathered from the professional learning team, reflection sheets and feedback, and is coherently focused on deepening the acquisition of knowledge, sharing of best practices and work time to plan for shifts in teaching practices (QR)
- ✓ Teacher teams meet weekly to examine and discuss student work using the Surfacing the Gap Protocol to improve student outcomes
- ✓ Performance based assessments and daily checks for understanding show increase in mastery and progress and are adjusted through collaborations with staff (Performance Tasks)
- ✓ Scheduling provides for common periods for teacher to collaborate on planning and preparation (QR)
- ✓ Teachers work collectively to maintain discipline throughout the entire school
- ✓ Staff is committed to the school community

#### Needs:

- ✓ Transfer of knowledge gained during professional learning into planning and instruction that results in interactive student learning that supports diverse learners
- ✓ Item skills analysis in math show problem solving as area of need (Performance trends)
- ✓ Professional learning for preventative strategies for supporting students with challenging behaviors
- ✓ Implementation of a Data Team to closely examine student data to reveal strengths and weaknesses in student academic and social abilities and to monitor progress towards meeting the needs of diverse learners

The priority need is for teachers to transfer knowledge around how children learn best, instructional techniques, recognizing needs and experiences of students deepened during professional learning into actual student learning in the classroom.

Data Sources: Professional Learning Reflections, SLT Survey. Professional Learning Planning Team, NSQR, Observations

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will transfer knowledge gained during professional learning of targeted instructional techniques into teaching practices that can be observed across classrooms and evidenced in student work products that reflect the vision of how children learn best and that show progress of diverse learners.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>✓ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>✓ Strategies to increase parent involvement and engagement</li> <li>✓ Activities that address the Capacity Framework element of Trust</li> </ul>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Professional learning <ul style="list-style-type: none"> <li>✓ Articles to support research and implementation</li> <li>✓ Creating opportunities for teachers to engage in teacher discussion around best practices and techniques to improve student outcomes</li> <li>✓ Instructional rounds to observe practices and provide feedback to peers, building trust and peer collaboration</li> <li>✓ Providing opportunities for inter-visitations to allow for teachers to observe best practices to improve their own</li> <li>✓ Work time with leadership to use knowledge and transfer into planning and preparation of unit and lesson plans</li> <li>✓ Clear articulation of targeted teaching practices to be implemented with time frames for implementation</li> <li>✓ Modeling and co-teaching by mentor teachers, leadership and consultants</li> </ul>	All Staff	September 2014-June 2015	Principal, Assistant Principal, Peers
Diverse Learners: <ul style="list-style-type: none"> <li>✓ Data Talks with a focus on identifying the needs of individual students to target the needs of diverse learners</li> <li>✓ Use of UDL and DOK to provide multiple entry points</li> <li>Peer observations and conversations to inform how curriculum can be modified, instructional groupings can be formed, the level of rigor can be increased, and how student observations and work products are used to drive future instruction</li> </ul>		December 2014-June 2015	Assistant Principal, Data Team
Increase parent involvement and engagement: <ul style="list-style-type: none"> <li>✓ “instructional Fridays” to support parents as partners around their children’s’ instruction</li> </ul> 1. Monthly Newsletters that highlight instructional techniques and student learning that can be supported at home			Community Resource Coordinator, CBO, Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Learning: <ul style="list-style-type: none"> <li>✓ Research, articles, videos that support school vision of how children learn best</li> <li>✓ Schedule adjustments for inter-visitations (per diem substitutes possibly)</li> <li>✓ Consultants to support coaching</li> <li>✓ Common planning periods</li> <li>✓ Instructional Rounds texts</li> </ul> Diverse Learners:
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- ✓ Scheduled Time for cycles of data talks
  - ✓ Per-session funds for data team
  - ✓ UDL and DOK resources
- Family Engagement:
- ✓ Scheduling for Instructional Fridays

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ✓ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ✓ Specify a timeframe for mid-point progress monitoring activities.

By the first week in February, 100% of teachers will have implemented teaching practices in their classrooms to support diverse learners using UDL and DOK, as evidenced by classroom observations and student work products.

**Part 6b.** Complete in **February 2015**.

<ul style="list-style-type: none"> <li>✓ Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>✓ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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

Strengths:

- ✓ Communicates clear vision
- ✓ Understands how students learn
- ✓ Sends daily “Sprouts” email to consistently press vision
- ✓ Creates opportunities for teacher leadership and shared decision-making
- ✓ Creates a sense of community with all stakeholders
- ✓ Makes strategic organizational decisions to address student learning needs
- ✓ Participates in instructional planning and models effective teaching practices to provide guidance

Needs:

- ✓ Monitoring and carefully tracking student progress school-wide
- ✓ Refining the work that teachers engage in during teacher teams to analyze data, to develop plans that are responsive to student needs, so that grading practices and feedback effectively guide students to improve student’s thought processes and work products
- ✓ Pressing teachers and holding them accountable to implement what they have learned in professional development in a timely manner

The priority need is carefully monitoring and tracking student progress school-wide.

Data Sources:

NSQR, Teacher Survey, SLT Survey, Leadership Reflection

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the leadership will have systems and structures in place for teacher teams to meet weekly to track student progress, the progress monitoring team will analyze class, grade, content and school-wide data on a weekly basis and identify implications for improvement, and for leadership to monitor and track progress biweekly to provide feedback that is implemented which is evidenced by observations, data tracking tools and student work products.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>✓ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>✓ Strategies to increase parent involvement and engagement</li> <li>✓ Activities that address the Capacity Framework element of Trust</li> </ul>			
Weekly data team meetings across grades using a protocol to analyze student work products and develop implications for teaching practices including planning and instruction. Weekly progress monitoring team meeting to analyze data, identify trends and implications for instruction, using the structures and tools in Paul Bambrick-Santoyo's Driven by Data.	Teachers, Progress Monitoring Team, Principal	October 2014-June 2015	Teacher Teams, Assistant Principal
Structure Data Talks with teachers on 4 week cycles to engage in targeted discussions around addressing needs for all learners.	Teachers, Leadership	January 2014-June 2015	Principal, Assistant Principal
Design professional learning focused around designing meaningful assessment and using assessment to drive instruction. (Meetings, inter-visitations, buddy system)	Teachers, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principal, Professional Learning Team
Grade wide parent focus meetings, SWD parent focus meetings, ELL parent focus meetings, coffee chats, monthly community schools meeting, family nights, surveys	All stakeholders with focus on parents and guardians	September 2014-2015	Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Scheduled time for common preps, Monday afternoon PL time, per session funds)

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>✓ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>✓ Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
By the first week of February the principal will have a snapshot of student progress from September through January in literacy and math. The principal will meet with staff to develop an action plan to target student needs and to plan for rigorous instruction that aligns to the CCLS that will be monitored by daily observations and participating in planning with teams of teachers.
<b>Part 6b.</b> Complete in <b>February 2015.</b>

✓ Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
✓ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

#### Strengths:

- ✓ Families are seen as partners in helping students learn.
- ✓ Teachers really try to understand parents’ problems and concerns.
- ✓ The principal pushes teachers to communicate regularly with families. Teachers communicate to families about support needed to advance the school mission.
- ✓ Parents are greeted warmly when they call or visit the school.
- ✓ Parents attend monthly Family Fun Nights.
- ✓ There is an increasing amount of parents attending parent nights and communicating with teachers on Tuesday’s parent engagement time.
- ✓ Families are enthusiastic about and rely on the school’s monthly calendar.

#### Needs:

- ✓ Inviting parents to visit classrooms to observe them instructionally.
- ✓ Regularly communicating with parents about how they can help their children learn.
- ✓ Encourage feedback from parents and the community.
- ✓ Teachers working closely with parents to meet students’ needs.

The priority need is parent involvement and engagement in supporting their children instructionally.

#### Data Sources:

NSQR, Learning Environment Survey, SLT Survey, Parent Discussion, Teacher Survey

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have provided outreach for all parents to remove barriers to increase parent involvement by 10% that will result in parents as partners in supporting their children instructionally. Families will become an active part of the school activities, working with school administration, the School Leadership Team, the Parent Association and to feel empowered to find the strongest solutions to school and community concerns.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> <li>✓ Research-based instructional programs, professional</li> </ul>			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>✓ Strategies to increase parent involvement and engagement</li> <li>✓ Activities that address the Capacity Framework element of Trust</li> </ul>			<i>activity/strategy?</i>
<p>Community School Strategy:</p> <ul style="list-style-type: none"> <li>✓ Needs based assessment of school community to target interventions according to academic, social, emotional, behavioral and family need</li> <li>✓ Weekly Success Meetings around improving attendance as we see a strong correlation between academic achievement and attendance</li> <li>✓ Family Intake to gauge needs and offer supports to decrease barriers</li> <li>✓ Hire a community school coordinator to bridge resources and supports between the families, school and community</li> </ul>	All staff, CBO, Families	January 2014-June 2015	Community Resource Coordinator, CBO Supervisor, Parent Representative, Principal
<p>Parent Involvement and Engagement Events around Instruction: Encourage families to increase their participation and investments in their children's education.</p> <ul style="list-style-type: none"> <li>✓ Provide trainings that focus on the relationship between student/parent engagement and academic outcomes</li> <li>✓ Read &amp; Talk with Me Workshops biweekly to support reading and discussion</li> <li>✓ Family Fun Nights to model interactive reading and project based learning activities</li> <li>✓ Instructional Fridays when families are welcomed to be a partner in the classroom</li> <li>✓ Attendance Mentors supporting families</li> </ul>	All Staff, CBO, Families	September 2014-June 2015	Teachers, CBO consultants, Leadership
<p>Professional Learning and Supports for Staff:</p> <ul style="list-style-type: none"> <li>✓ Professional Learning around the importance of parents as partners and ways to foster the relationship</li> <li>✓ Parent led discussion around needs for their children and supports for themselves as well as exchange of ideas and knowledge to share with staff on a monthly basis</li> </ul>	Parents, Teachers, CBO	December 2014-June 2015	Principal, Parent

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ✓ Hands-on Exploration in Academic Areas
- ✓ Adult Education
- ✓ Nutritional Workshops
- ✓ Recreational Activities such as: basketball, volleyball, swimming, etc.
- ✓ Career Center
- ✓ Community Resource Coordinator and CBO
- ✓ Scheduling

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ✓ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ✓ Specify a timeframe for mid-point progress monitoring activities.

By the end of February 2015, data will indicate an increase in number of attendance/participation for family instructional events.

**Part 6b.** Complete in **February 2015.**

✓ Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
✓ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>-Fountas &amp; Pinnell benchmark reading levels</li> <li>-Performance-based assessments</li> <li>-Pre &amp; Post On-demand writing pieces</li> <li>-classroom observations</li> </ul>	Foundations – Phonics Intervention Program Guided Reading Strategy Groups – Small groups based on needed strategy or skill	<ul style="list-style-type: none"> <li>-Small groups</li> <li>-one-to one</li> </ul>	<ul style="list-style-type: none"> <li>-daily structured 30 minutes a day designed for small group instruction across grades for all students</li> <li>-30 minutes twice weekly for targeted students in a pull out model</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-Pre &amp; Post Unit assessments</li> <li>-Exemplars</li> <li>-classroom observations)</li> </ul>	-strategy groups with a focus on a specific concepts	-small groups	-30 minutes daily during school day
<b>Science</b>	<ul style="list-style-type: none"> <li>-classroom observations around acquired knowledge and application in project based tasks</li> <li>-FOSS</li> </ul>	-differentiated support within the science class	-Small group	During school Day embedded in science instruction and ELA
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>-classroom observations around acquired knowledge and application in project based tasks</li> </ul>	-leveled texts to support Social Studies thematic units	<ul style="list-style-type: none"> <li>-Small groups</li> <li>-1:1 Conferencing</li> </ul>	During school day embedded into SS Project based learning and ELA
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>-Partnership with Children CBO (Social Workers)</li> <li>-Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>-Social-emotional awareness groups</li> <li>-Self management groups</li> <li>-socialization groups</li> <li>-one to one counseling</li> <li>-whole class support</li> </ul>	<ul style="list-style-type: none"> <li>-Small groups</li> <li>-one to one</li> <li>-Whole class</li> </ul>	During school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- ✓ Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school
- ✓ Our pupil personnel secretary will closely work with our CFN 401 to ensure that non-HQT meet all required documentation and assessment deadlines
- ✓ Mentors will continue to provide a support to new and struggling teachers
- ✓ Teachers will be programmed based on their areas of expertise and licensing

**2b. 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).

- ✓ Summer Professional development facilitated by support staff, administration, and consultants for all staff
- ✓ Weekly lunch and learns
- ✓ District level support for principal
- ✓ Network Professional developments for principal, assistant principal and instructional lead teachers
- ✓ Weekly school-wide meetings
- ✓ Science consultant-City At Work
- ✓ 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.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

- Pre K social workers supports families with transitioning through workshops, one to one meetings, and assisting with registration at the school level
- Family Fun Nights held once a month involve the entire school community
- Pre-Kindergarten Foundation to the Common Core Learning Standards alignment with CCLS
- Portfolios are discussed with parents and shared with elementary school program

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The Assessment Team meets in the beginning of September to select school-wide assessments that support student learning and monitoring of progress across grade levels. Once school-wide measures have been selected, grades meet to select additional assessment measures that support instruction. The assessment team meets to ensure grade level decisions are aligned to the school-wide vision.

The Professional Learning team meets to assess staff needs and interests for professional learning, including assessment.

Grade teams meet weekly using protocols to analyze student work to make shared decisions around improving instruction.

Beginning in December the Progress Monitoring Team will analyze assessment results to improve instruction on a weekly basis using data cycles. School leadership will meet with representatives from the Progress Monitoring team to gather a clear understanding bi-weekly to gather a clear understanding of result, trends, and implications for school-wide professional learning, supports, and instruction.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$176,222.00	X	Pages 9, 10, 12, 13, 16, 17, 19, 21
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$0		
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$81.00		
Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	\$1,273,740.00		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

Brooklyn Gardens Elementary, 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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	Tot #
<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>	1	1	1	0	0	0	0	0	0	0	0	0	0	3

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13	0	3							13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	13	0	3	0	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
	ELL	EP	ELL	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	
<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: ____	Asian: ____	Hispanic/Latino: <u>12</u>
Native American: ____	White (Non-Hispanic/Latino): ____	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>	<b>3</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>13</b>									

## 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
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/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:**

- 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 [AMAQ tool](#))  
See responses below:
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - 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:
- 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.
  - Sociocultural factors include: family acculturation and use of L1 & L2, family values, sociocultural support for L1 in the classroom Getting 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - 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:
- Student placement
  - To make day to day instructional decisions
  - 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 tthrough in house staff and the use of over the phone transaltion 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 componets 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 heterogeneous 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 opportunities 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:			

**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**

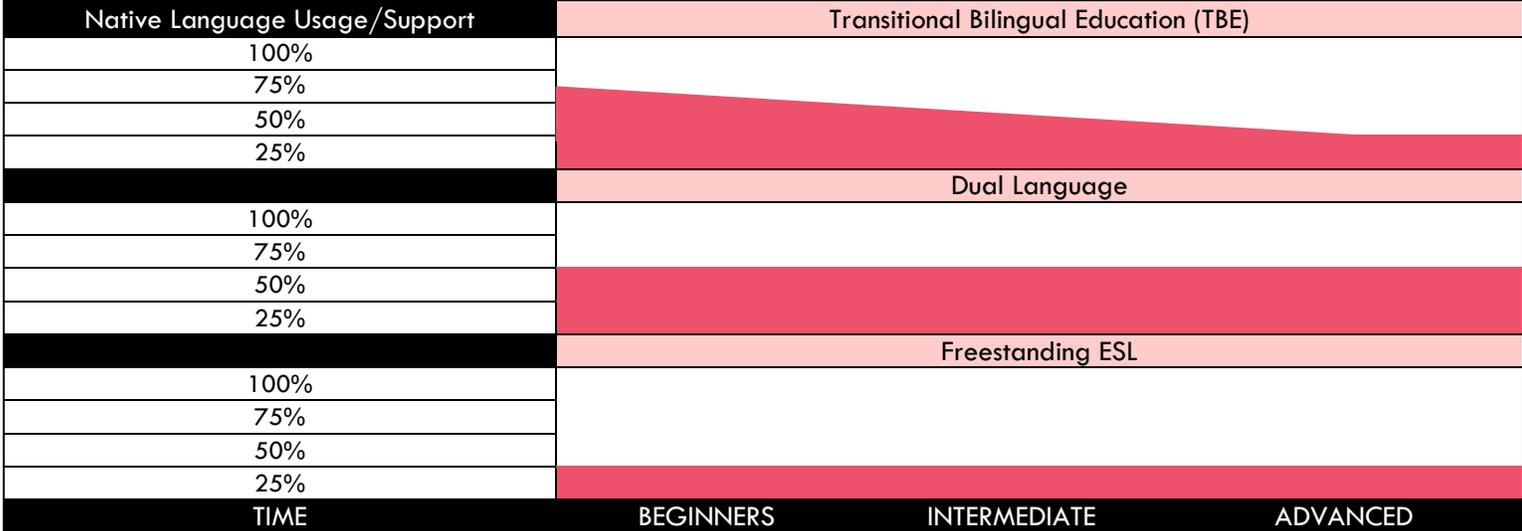
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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 heterogeneously 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 _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **19K557** School Name: **Brooklyn Gardens Elementary School**

Cluster: **4** Network: **401**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The home language survey, data retrieved from ATS, emergency cards and face to face daily communication with families are used to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The data reveals that the majority of parents who request these services are Spanish speakers. There are also parents of other language groups such as, Bengali, and Haitian Creole who request these services. Those who are responsible for distributing correspondences are reminded to prepare translated materials in the languages requested. We have several staff members in our school who fluently speak, read and write in Spanish, Bengali, Haitian Creole and French.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Brooklyn Gardens Elementary School employs the use of both the DOE's Translation and Interpretation Unit and in-house translators for written translations. We have several staff members who translate documents in Spanish. For those parents who speak Bengali, Haitian Creole and French we will use the online translation services and the services provided by the DOE to meet the translation needs of the parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For oral interpretation, we will utilize both the DOE's Translation and Interpretation Unit and in-house interpreters to assist parents. For events such as parent- teacher conferences, parent orientations, IEP meetings, and workshops, in- house staff are used to orally interpret for Spanish, Haitian-Creole and French speaking parents. For the parents who speak other languages we will requests interpreters from the DOE's Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services through the use of in-house translation and interpretation services. We will also use services provided by the DOE's Translation and Interpretation Unit. Correspondences such as parent notifications and flyers will be sent out in as many languages for which translation is available.