

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BROOKLYN LANDMARK ELEMENTARY SCHOOL
DBN (i.e. 01M001): 23k599
Principal: ROBIN WILLIAMS-DAVSON
Principal Email: RWILLIAMS4@SCHOOLS.NYC.GOV
Superintendent: MAURICIERE DEGOVIA
Network Leader: PETRINA PALLAZO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
ROIBN WILLIAMS DAVSON	*Principal or Designee	
COLLEEN CORNWALL	*UFT Chapter Leader or Designee	
CHANEL GIBSON	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
JOYCE BECLES KNIGHT	Member/ Staff	
TIFFANY SMARTT	Member/ Staff	
CARLENE JOHNSON	Member/ Parent	
KAREN BUTLER	Member/ Parent	
RACHEL JORDAN	Member/ Staff	
ANDREA CASTELLANO	Member/ Staff	
NICOLA HALL	Member/ Parent	
HYSSA MARTINEZ	Member/ Parent	
Margaret Daniels	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Goal: By June 2015, 100% of students in grades 1-2 will grow an average of four reading levels as measured by student performance on quarterly report cards, progress reports, Fountas & Pinnell assessments, and ELA performance tasks.

Comprehensive Needs Assessment

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

Brooklyn Landmark Elementary School is in its second year of existence. Students were assessed upon into our school in grades K-3. Teachers assess students' reading progress on a six to eight week cycle using the Fountas and Pinnell Assessments, conferring notes and informal running records. Based on these assessments 41% of students were below level in Reading in September. After giving school wide literacy assessments, students displayed low level reading comprehension, decoding, phonics and vocabulary skills.

Instructional Strategies/Activities

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

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

1. ReadyGen CCSS-Aligned curriculum
2. Foundations word study program
3. Academic Intervention Services (AIS) daily
4. Extended literacy instructional block (3 hours)
5. Extended day programs three times a week
6. Academic enrichment support- small group instruction
7. Frequent assessment and data analysis by teacher teams
8. Daily guided reading sessions
9. Integrated content-area instruction with literacy skills and strategies
10. Use of accountable talk during instruction
11. Partnerships with community members for monthly guest reading sessions
12. Double dose of intervention with literacy coach
13. Monthly progress reports tracking academic progress, reading levels, and assessments
14. Differentiated homework packets
15. Fully stocked fiction/nonfiction libraries in every classroom
16. Scholars take home books to read every night
17. Brooklyn Public Library mobile unit visits brings opportunities to get library cards and borrow books quarterly
18. Scholastic book fair brings opportunities to buy books
19. Targeted intervention with Partnership for Children for at-risk students, involving academic, social-emotional, and also family support
20. Smartboards and in laptops in every classroom make learning to read fun and accessible
21. Intervisitations, team planning, professional development for teachers, and frequent administrative observations with feedback provide teachers with the latest reading strategies and guidance for most effective teaching
22. Literacy centers and one-on-one tutoring
23. Monthly Buddy reading partnering with neighboring middle school
24. ESL Teacher push-in to support English Language Learners

25. Setting of individual reading goals

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

Classroom teachers, Intervention Specialist, Literacy Coach, and Community based organization such as Change For Kids, ESL Teacher, Reader's Theater teacher, Parents, Volunteers, Brooklyn Public Library Network Support, Professional Development sessions given by the DOE, ReadyGen, and other literacy experts . Teachers co-develop each other with in-house professional development sessions.

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

100% of students in grades 1 and 2 will grow an average of 4 reading levels as measured by student performance on quarterly report cards, progress reports, Fountas and Pinnell assessments and ELA Performance Tasks. Every 6 weeks, the Ready Gen ELA Performance will be administered and every two months, teachers will administer the F&P Running Records to determine students' reading levels. These assessments will determine the effectiveness of the strategies that we are implementing.

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

Students will be assessed bi-monthly starting in September and concluding in June.

Students will be assessed using Ready Gen performance task every 6 weeks.

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

1. 100-minute reading block
2. 50-minute Guided Reading
3. Homogenous reading groups
4. Scheduled intervention blocks
5. Data Days
6. Additional staff to push in to decrease student teacher ratio
7. The reading materials from ReadyGen
8. The running records and other assessments from Fountas & Pinnell Benchmark Assessment System
9. Classroom libraries
10. Reading A-Z guided for guided reading, fluency, homework and phonics instruction
11. Classroom technology such as Smartboards and laptops
12. Foundations
13. Leveled Literacy Intervention
14. Readers Theater
15. Iready computerized program

Strategies to Increase Parental Involvement

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

- Have parents review and sign off on students' reading logs and discuss during parent teacher conferences.
- Parents are asked to assist with weekly Buddy Reading activities between elementary and middle school students.
- Parents are asked to assist their children with reading during monthly Families as Learning Partners.
- Monthly newsletter to parents highlighting the Book of the Month
- Invite parents to read to the classes once a month during Guest Reader Fridays
- Invite parents to visit and volunteer at the Scholastic Book Fair twice a year with their children.
- Parents attend workshops that give them reading strategies that they can use when they are working with their children at home.

- Parents are invited to help with the Kids Mobile and attend trips to the local library with their children's classes.

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To develop a culture of questioning and discussion skills across subject areas so that teachers are developing DOK level 3 and 4 questions and demonstrating effective and highly effective strategies as measured by the Framework for Teaching. Students are leading and engaging in high levels of conversations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the results of our baseline assessments across all subject areas, students have a wide range of academic needs. Our diverse student population includes high-achieving scholars, at-risk students, students with disabilities, and English Language Learners. Therefore, rich, student-led discussion between students is an essential component of rigorous instruction. In addition, we must teach our students to thinking critically across subject areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Weekly teacher team meetings to give additional teaching strategies and opportunities to plan with colleagues. Classroom inter-visitations so that teachers can share best practices with one another. School-wide planning Monday's focusing on the Danielson Framework (3B Questioning and Discussion Technique) Individualized Professional Development Plans Professional Development calendar that shows when teachers are attending different workshops in and out of the school. Teachers develop professional goals and periodically revisit them In-house and Network Professional Development One on one meeting with the principal to set goals and discuss progress made. Summer Professional Development Series on the Danielson Framework Data Days focusing on using data to drive instruction Use of protocols with students and teacher teams that will encourage rich conversation and questioning
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Classroom teachers Model Teachers Administrative team Instructional coach Network support Outside professional development focusing on the Danielson Framework

7. United Federation of Teachers Professional Development Series
8. Uncommon Schools Partnership/Professional Development
9. Teacher Leader Program Participants (TLP)

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

1. Formal and informal observations using the Danielson Framework rubric
2. Student assessment results
3. Principal's written and verbal feedback
4. Peer feedback
5. Self- reflections
6. Student work samples
7. Revisit goals at least twice yearly to determine progression towards goals and to make any needed revisions.

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

1. All strategies/activities are implemented from September to June. All teachers will receive a minimum of 6 informal observations 3 which will be completed by January 2015. All teachers attend weekly and monthly professional developments for further development on the Danielson framework by June 2015.

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

6. Scheduling common planning time within the school day
7. Time for debriefing
8. Planning Thursdays to turn-key information
9. Professional Learning Communities
10. Curriculum Binders
11. Data Binders
12. Lesson Plan template
13. Teachers facilitate Professional Development sessions throughout the year
14. Goal setting template
15. Inter-visitation protocol
16. TLP Participants

Strategies to Increase Parental Involvement

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

- Parent questionnaire indicating the things that parents would like to see more of in the classroom.
- Parents give teachers feedback on how their children learn best through the use of a parent questionnaire.
- Teachers give parents specific strategies for improving their child's reading performance on the Interim Progress Reports. A tear-off sheet with space for parent recommendations will be included.
- Feedback and suggestions will be elicited from parents during Parent-Teacher conferences.
- Providing workshops for parents that includes teaching techniques for asking questions and encouraging their children to ask questions

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, students in Kindergarten-Third grade will increase the quality of text based evidence writing they produce at the end of each writing unit. Students will improve their ability to write narrative, expository and opinion text that cites text evidence in alignment with the Common Core Standards. This will be shown by a 5% increase in the number of students performing at or above level on school-wide writing assessments.

Comprehensive Needs Assessment

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

Monthly On-Demand Writing Assessments indicate that most students are not writing on grade level. Students are not writing with focus and clarity, they are not using their knowledge of letter sounds to help them spell words and they are not referring to texts read to support their ideas. End of unit Performance Tasks from Ready Gen and Expeditionary Learning demonstrate that most students are performing at Levels 1 and 2. Lastly, teachers' conference notes indicate that although some children are making gains in writing, many are not using the strategies they've learned and are not making adequate progress in writing.

Instructional Strategies/Activities

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

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

1. The instructional coach works with teachers and students to support writing in the classrooms. The instructional coach also provides ongoing professional development for teachers so that they can be more effective in the classroom.
2. Backwards planning when writing Ready Gen and Expeditionary Learning lessons.
3. The Foundations Word Study Program will be used to support phonics development to aid in word building and increase vocabulary
4. AIS writing support for students
5. I-Ready ELA computer program that provides personalized student instruction targeted to students' unique areas of needs in phonological awareness, Phonics, High frequency words, vocabulary and comprehension of literature and informational text.
6. 120-minute literacy block. Students receive additional ELA instruction and time to practice the writing strategies they learned.
7. Writing enrichment clubs such as The Newspaper Club and The School Yearbook
8. Nonfiction and Fiction mentor texts are used to develop the writing skills and stamina to be successful.
9. Students benchmarked at Level 1&2 are provided with support using Leveled Literacy Intervention to address deficiencies.
10. One additional writing period for second graders every Wednesday.
11. Monthly Principal's Writing Challenge
12. Bulletin boards showcase student work to increase motivation and celebrate student work products

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

1. Out of classroom teachers who help to decrease the ratio of students to teachers.
2. Highly Qualified Teachers
3. Foundations Wilson program for every classroom
4. Instructional Coach
5. I- ready license for each student
6. Principal
7. Network support/Professional Development
8. Teacher Team meetings/Inquiry work focusing on writing
9. Reading A-Z (Writing component)
10. Classroom Intervisitations schedule to view best practices in writing

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

Targets include students in grades K-3 performing at level 1 or 2 in writing. These students will move from levels 1 and 2 to level 3 or higher on writing

tasks by June 2015. This will be achieved through the use of formal and informal observations of writing lessons with specific and timely feedback for improvement and professional development opportunities. Improvement will be measured by On-Demand writing and other periodic writing assessments, student work samples, principal's writing challenges and daily conferencing during Writing lessons.

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

The timeline for implementation and completion will be from September 2014 to June 2015. Students will be assessed using Ready Gen or Expeditionary Learning performance tasks every 6 weeks. On-Demand writing assessments will be administered every 6 weeks.

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

1. Ready Gen or Expeditionary Learning ELA Core Curriculum Program
2. Foundations/Wilson Program
3. I-Ready Program
4. Use of visuals, charts and Smartboards to enhance writing lessons
5. AIS 50-minute block
6. Second period push-In AIS
7. Scheduling will provide time for teachers to meet and analyze student writing work in Inquiry Groups
8. Instructional Coach provides writing instruction to second graders

Strategies to Increase Parental Involvement

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

- Common core Saturday classes for parents
- Parents will be asked to assist their children with the monthly Principal's Writing Challenge.
- Parents sit in classrooms once a month to assist their children with Writing during Families as Learning Partners.
- Writing workshops will be held for Parents.
- Quarterly Family Writing Projects/Book Reports
- Family Literacy Night- Letter Writing, Dear Diaries/Journals
- Parents are asked to give their children ideas for topics when they are writing daily entries in their writing notebooks at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 90% of all parents will participate in one or more school activities including parent-teacher conferences, curriculum conferences, and school-wide events as measured by attendance sheets from every school-wide events, parent participation surveys, PTA attendance records and a master list of parents.

Comprehensive Needs Assessment

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

There is a direct correlation between parent involvement and student achievement, so it is important that the parents of our scholars be closely connected to the school and school functions. Although 2014-2015 is Brooklyn Landmark's second year in existence, it is evident that the numbers of parents who attend meetings and are involved in school activities have increased, however it is still low in relation to our schools goal. This is evidenced by the parent meetings that were held in the spring and summer to introduce parents to the new school. Additionally, the Dance Festival held during the summer was not as well attended by parents as we anticipated. Our first PTA meeting, and grade-level parent orientations also had a low number of parents in attendance.

Instructional Strategies/Activities

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

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

1. School-wide and grade level newsletters are sent home monthly.
2. Notices home regarding ongoing events and workshops
3. Parent monthly calendars
4. Parent workshops hosted by teachers and CBOs
5. Partnership with Children provides parents with access to external supports and services to meet family needs.
6. Parents are invited to school-wide and class field trips
7. Emails, telephone calls and face to face conversations with parents
8. Parents are invited to be guest readers once a month on Fridays.
9. Parents are invited to Community Circles every Friday
10. Parents invited to participate in workshops to support their knowledge of the CCLS
11. Parents are invited to holiday celebrations and student performances
12. Translators available for parents who do not speak English
13. School wide behavior plan with daily parent communication component
14. Parent University – A variety of courses that parents participate in, led by teachers in an area of choice for parents

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

1. Administrative team
2. Classroom teachers
3. PTA/SLT
4. Partnership with Children CBO
5. Change for Kids CBO
6. Paraprofessionals and School Aides
7. School secretary
8. Social worker/Guidance counselor

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

1. Attendance sheets from each school-wide event or activity will be monitored and compared to a master checklist of all parents in the school community. Parents who have not been in attendance to any events/activities, according to the checklist, will be targeted and receive personal invitations to future events via phone call, email and/or home visits. The progress and impact of these strategies will be evaluated as we review parent attendance documentation and conduct periodic parent surveys.

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

1. Timeline for implementation and completion is from September 2014 to June 2015. A minimum of two school-wide events are held every month in addition to the monthly PTA meetings. Parent surveys are administered 3x a year. These documents will be reviewed accordingly and strategies to increase parental involvement will be added or revised as needed.

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

- schedule and monthly calendar of events will be distributed to parents to encourage them to attend and give them ample time to adjust their schedules so that they are able to participate.
- We will attain assistance in translating newsletters and other materials that are sent home so that all parents have access to the information
- An Active PTA will keep parents informed and provide opportunities for parent involvement through fundraisers and family activities
- The school website gives parents important information about the school and is always available.

Strategies to Increase Parental Involvement

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

- Strategies to Increase Parental Involvement
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- Send home monthly newsletters and calendars highlighting events that parents can attend
- Invite parents to PTA meetings; send home detailed agendas so that parents know what to expect.
- Invite parents to meet with teachers during Open School Night
- Parent Bulletin Board- M.I.P. (Most Involved Parent)
- Translate notices home to parents in Spanish, Bengali, etc..
- Invite parents to workshops hosted by the school and CBOs
- Invite parents to be guest readers
- Invite parents to sit in the classroom with their child once a month to see what they are learning and to assist them.
- Parent Report Cards
- Parent Book Clubs]
- Honor Society Ceremonies that parents are invited to attend.
- Send home monthly newsletters and calendars highlighting events that parents can attend
- Invite parents to PTA meetings; send home detailed agendas so that parents know what to expect.
- Invite parents to meet with teachers during Open School Night
- Parent Bulletin Board- M.I.P. (Most Involved Parent)
- Translate notices home to parents in Spanish, Bengali, etc..
- Invite parents to workshops hosted by the school and CBOs
- Invite parents to be guest readers
- Invite parents to sit in the classroom with their child once a month to see what they are learning and to assist them.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- 1. • **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. • **Timeline for implementation and completion including start and end dates**
- 1. • **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Push-In Literacy Block- Daily Leveled Literacy Intervention Program AIS program 3x weekly Guided Reading Instruction Buddy Reading Program Second Grade Writing Program Tutoring	Individual, Small group and Whole group instruction	Services are provided during the school day, during the 50 minute AIS block or after school.
Mathematics	GoMath Technology integration with Smartboards and laptops Exemplars problem-solving AIS program 3x weekly iready Learning Math	Whole group, Small Group Instruction, one-on-one instruction	Services are provided during the school day and/or the 50 minute AIS block.
Science	Students receive Science instruction a minimum of 2x per week by a Science teacher in addition to the classroom teacher. Science enrichment clubs Monthly science trips Quarterly science projects	Small group and Whole group instruction	Services are provided during the school day and/or the 50 minute AIS block.
Social Studies	In-classroom support; differentiation; One on one tutoring Push in literacy Block- daily Field Trips Quarterly Social Studies projects	Individual, Small group and Whole group instruction.	All services are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Partnership with Children (PWC)- Individual and Small group counseling PWC- Classroom activities Character Education program SBST Team, Counseling and Intervention Change for Kids tutoring	Individual, Small group and Whole group support	All services are provided during the school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

100% of teachers are highly qualified.

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).

All staff members receive a school wide Professional Development Calendar as well as an Individualized Professional Development Plan

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are set aside for any additional academic intervention services or supplies needed.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

All teachers from Prek-3rd receive professional development, individualized plans and common planning time to plan lessons. All parents from grades Prek-3 are invited to all activities and have specialized events specific for each grade. Teams also have time to plan across grades to monitor growth and areas of concerns across grades.

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.

When designing unit plans, teachers begin with the formative and summative assessments they will use to evaluate student learning. These include portfolio pieces, unit tests, quizzes, exit tickets, in-class activities and questions throughout the DOK range. Summative assessments are work shopped during monthly department meetings and, when appropriate, modifications are provided for English Language Learners and Students with Disabilities. The principal provides feedback to teachers on their use of assessment techniques within lessons. Teachers track student performance on summative assessments through a tracker and results are discussed at monthly department meetings. Using the book *Data Driven Instruction from Assessment to Grading* (Paul Bambrick), teachers receive 6 ongoing professional development sessions on developing and using assessment results to modify instruction and meet the needs of all learners.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

Parent Involvement Policy

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 23K599

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$142,189.74	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,088,805.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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.

**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 23	Borough Brooklyn	School Number 599
School Name Brooklyn Landmark Elementary School		

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 Robin Williams	Assistant Principal
Coach Joyce Beckles-Knights	Coach Joyce Beckles-Knights
ESL Teacher Ms. Beylis	Guidance Counselor Vallarson
Teacher/Subject Area Gina Avila	Parent Mrs. Tabitha Abdel Rahman
Teacher/Subject Area	Parent Coordinator
Related Service Provider Tiffany Smart	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	144	Total number of ELLs	7	ELLs as share of total student population (%)	4.86%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in	1	1	1											3
Pull-out		1												1
Total	1	2	1	0	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	7									7

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		
Total	7	0	0	0	0	0	0	0	7	
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*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
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

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	2	3	1											6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	4	1	0	7									

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)	2	1												3
Intermediate(I)		1	1											2
Advanced (A)		2												2
Total	2	4	1	0	0	0	0	0	0	0	0	0	0	7

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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.
Currently, P.S. 599 uses Fountas and Pinnell, Quick Writes, and performance based assessments. The results of this data indicate the need to focus on writing and reading comprehension. Classroom teachers, in conjunction with the ESL teacher use this data to create small groups and differentiate instruction that will meet the needs of our ELLs in their development of the conventions of the English

language and metalinguistic skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data indicates that the writing scores were low across all of our ELLs. This is a school wide issue, as such it is a school wide concern.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Writing is a school-wide instructional focus.
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- N/A
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](#).)
Progress is monitored to ensure that instruction is modified to meet the specific needs of ELLs. Running records are used to assess ELLs. Instruction is then provided based on the student's level. We administer these running records 5x per year. We use this data to give intervention services depending on whether ELLs fall within Tier 1, 2, or 3.
Progress is monitored to ensure that instruction is modified to meet the specific needs of ELLs. Assessments are further used to monitor the effectiveness of supports and determine if the ELL is making expected gains. The data is also used to target specific needs for intervention.
 6. How do you make sure that a child's second language development is considered in instructional decisions?
Part of our lesson plan non-negotiables include a section indicating how instruction will be modified and differentiated to meet the needs of our ELLs. All teachers are provided the ELLs English language proficiency levels in order to select the appropriate strategies during instruction. Measures taken to have ELLs second language development considered in instructional decisions include using native language support to make content comprehensible. Literacy-rich environments are stressed to provide our ELLs with a variety of language experiences. Teachers scaffold academic language and complex content to encourage and support ELL comprehensible input and participation. A variety of print, visual, and digital resources are used to further develop English proficiency and provide native language support. The students' culture is taken into account and used as a tool to connect to the students' prior knowledge. All students have access to literature in their native language.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The administrative team routinely analyzes ELLs student data and the team has ongoing conversations with teachers and ESL providers. The teachers have weekly planning sessions, they meet with ESL instruction providers and also talk about student progress in all subject areas. They develop and implement instructional strategies that specifically address the needs of our ELLs.

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](#).)

During registration, the ESL teacher, Ms. Beylis, conducts an informal oral interview to make an initial determination of the family's home language. The parents are then offered a Home Language Identification Survey (HLIS) in their native language. If the HLIS is not available in the home language, the Department of Education is contacted to provide interpretation services. Parents then complete the HLIS. Ms. Beylis reviews the survey to determine the child's home language and Language Assessment Battery-Revised (LAB-R) eligibility. Beginning in February 2014, students will be administered the NYSISTELL to determine ESL eligibility. If requested by the family or deemed necessary, an interview is conducted in the family's native language.

If the HLIS or interview indicates that a language other than English is the home language, the student is then assessed within 10 days of enrollment to establish the student's English language proficiency level. Students who score below proficient are eligible for state mandated ESL services. Students whose home language is Spanish and score below proficiency are administered the Spanish LAB by Ms. Avila, a licensed pedagogue, to determine language dominance.

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.

Within 10 days of being admitted to the NYC school system, parents are immediately notified in writing of their child's entitlement or non-entitlement to ESL services. Parents whose child is entitled are invited to attend a Parent Orientation session facilitated by the ESL teacher. During this session, parents view the Parent Orientation Video, receive written information on the different program choices available to their child, complete the Parent Assurance Survey and Program Selection form, and are encouraged to ask questions. All communication is provided in the parent's native language. For parents who are unable to attend the session, an appointment can be scheduled with the ESL teacher to meet at a more convenient time.

Parents of ESL eligible students receive a letter in their native language or preferred language of communication informing them of their child's program placement within 10 days of child's admittance to the NYC school system.

For parents that are non-responsive or difficult to contact, the ELL teacher has a follow-up process in place that includes phone calls and continued notifications in writing.

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 [\[see tool kit\]](#).)

The ESL teacher ensures that entitlement letters are distributed to parents immediately after a student is LAB-R tested and deemed eligible for ESL services. Parents Survey and Program Selection forms are collected after each parent orientation session and securely filed and stored in the ESL teacher's office.

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 orientation session, parents view the Parent Orientation Video, receive written information about the different program choices available to their child, complete the Parent Assurance Survey and Program Selection form, and are encouraged to ask questions. All communication is provided in the parent's native language. For parents who are unable to attend the session, an appointment can be scheduled with the ESL teacher to meet at a more convenient time.

Parents of ESL eligible students receive a letter in their native language or preferred language of communication informing them of their child's program placement.

All of this paperwork is managed and maintained in Ms. Beylis' office.

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.

The Speaking subtest is administered to students individually at a location separate from other students and administered by a disinterested teacher. The Listening, Reading, and Writing subtests are administered to groups of students within the grade band-K,1-2.. For all grade bands, each subtest is administered on separate days in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Make-up test dates are scheduled within the remaining administration period.

Ms. Beylis will administer NYSESLAT, with assistance from Ms. Avila and other teachers, as the need arises.

We will use the RELC and RLAT to determine eligibility.

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. [①](#)

Brooklyn Landmark Elementary School is in its first year of existence with only Pre-K- 2 classes. As we grow to other grades and more ELLs, we will monitor further trends and patterns.

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])?

The ESL program at P.S. 599 delivers instruction using the push-in model for our intermediate and advanced level ELLs and pull-out for our newcomers and beginners. The program is designed to service students using an ungraded model not to expand 2 grade levels. Students are grouped heterogeneously taking into consideration our ELLs having varied degrees of literacy in their first language, the disparity in skills, and student needs.

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)?

The program is designed to provide instruction in English with native language support, in addition to aligning instruction with the Common Core Learning Standards. All beginner and intermediate level ELLs receive 2 units (360 minutes per week) of ESL instruction. Advanced level ELLs receive one unit (180 minutes per week) of ESL instruction supplemented with one unit of ELA instruction provided by their classroom teacher. The pull-out and push-in models provide content area instruction, including social studies, math, and science, in English using ESL methodology and strategies. The ESL program is scheduled to not interfere with our

ELLs receiving one unit per week math, ELA, arts, and physical education. Newcomers eligible to take the ELA exam, are required to participate in the extended day program.

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.

Content area instruction is delivered using the Sheltered Content Instruction Approach as a means to providing instruction that is rigorous and relevant. Instruction is designed to focus on how students think in order to foster critical thinking and language development. Strategies are consistent with the ELLs language proficiency in order to have ELLs engage in learning tasks that require complex thinking. This approach allows our ELLs to engage in accountable talk, increase their level of participation, develop their cognitive academic language proficiency, and build linguistic competence as a means to bridging the gap between conversational and academic language. Scaffolding techniques, such as modeling, bridging, contextualization, schema building, text representation, front loading vocabulary, embedding academic language, and the development of ELLs' metacognitive ability, are used as a bridge for language and content learning to achieve the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Newly admitted Spanish speaking ELLs who score below the cut score on the LABR are administered the Spanish LAB.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Appropriate and reliable assessments are used to evaluate students in reading, writing, listening, and speaking throughout the year. NYSESLAT samplers, periodic assessments, and classroom informal assessments are used to monitor growth and develop next steps.
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).

With all newcomers, they will be assessed immediately. Then they will be placed in a classroom with other ELLs and teachers who are dually certified. These classrooms will have picture word walls, bilingual dictionaries, etc.. to support the ELLs in their classrooms. ELLs will be assessed and discussed routinely.

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?

ELL-SWDs will be pulled out for ESL services and they will receive a double dose of Literacy instruction. The ESL teacher also pushes in to support ELLs in the classroom setting. ELLs will receive the same, rigorous instruction with scaffolding to ensure their participation and 100% success.

Technology tools will also used to further give instructional support.

ELL-SWDs will also have a Bilingual Buddy if available.

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

Should we have ELL-SWDs, the ESL teacher would meet with service providers and classroom teachers to prevent service conflicts in the schedule and determine an instructional program that will meet the needs of the student in the least restrictive environment based on IEP goals and language needs. ELL-SWD may be mainstreamed and participate in the Extended Day program.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts:	N/A
Social Studies:	N/A

Class/Content Area	Language(s) of Instruction

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

Math:	N/A			
Science:	N/A			

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

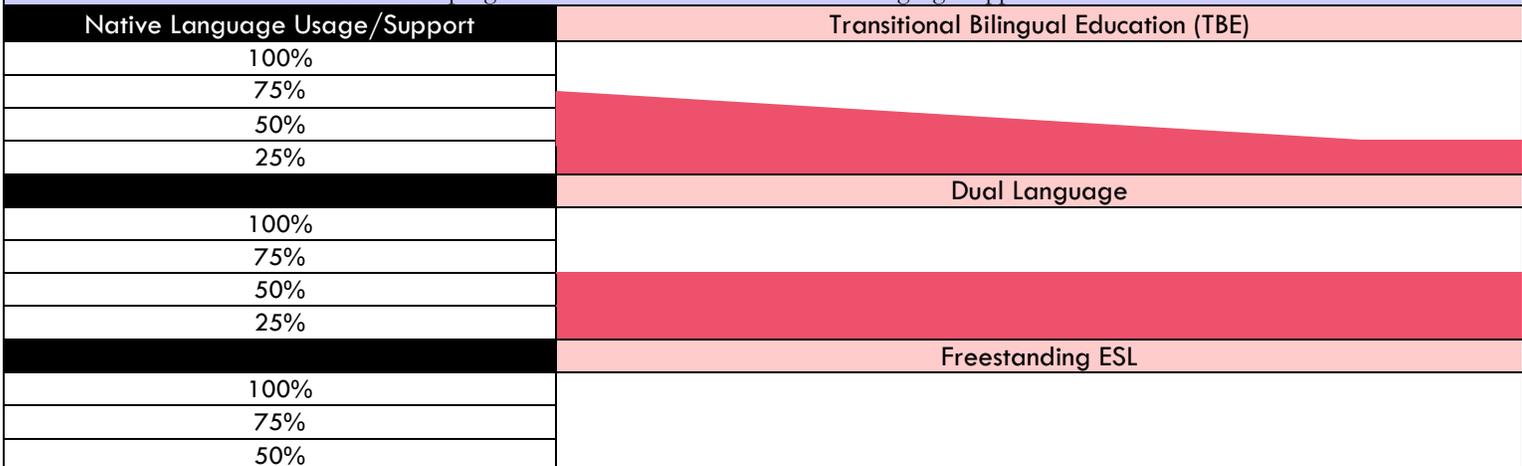
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
All RTI services are offered in English. Through Leveled Literacy Intervention, ELLs will be in groups of about 4 students, 2x/week, for about 6 to 8 weeks to work on specific literacy skills. Based on their progress, or not, we will determine further intervention. We also have 50 minute blocks Tuesday-Thursday of extended day services, which is mandatory for all ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
This is a new school. We do not have this data to evaluate.
11. What new programs or improvements will be considered for the upcoming school year?
We are considering after school programs and technology based programs such as Imagine Learning and World Book On-Line .
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our ELLs are mandated to attend Extended Day. They participate in all programs that are available to all of our students, such as: art, drama, music, and all other academic programs. All of our ELLs are welcomed and encouraged to fully participate in all student activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All teachers of ELLs are encouraged to have a cognates and or picture word-wall. Teachers use the ELL Language support and auditory small group lessons from the Go Math program.
All classrooms are equipped with Smartboards, laptops, desktops. They are creatively used in lessons to further develop and enhance Literacy and Math skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is provided through our multicultural lending library which includes books in Arabic and Spanish. Classroom teachers are provided translated glossaries from the DOE website.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our ELLs range in age from 5 to 8. Developmentally, they need much picture support and multiple exposure and repetition. As ELLs, they also require social emotional support. They may be shy or reluctant to speak a language they do not know. Teachers can make language more accessible by partnering up ELLs with a buddy and providing books in their native language as well. Technology can also add to their understanding in ways spoken language is still not accessible to them yet.
The Common Core Learning Standards call for children of all ages to be able to speak and write about a topic. Children at these ages may feel more comfortable speaking to a partner than to an entire class. Intervention groups give ELLs a smaller group setting and strategies that they can try out there and then in their classrooms.
The ESL teacher does have books in the native languages represented in our school. Classrooms also have picture dictionaries to further support ELLs.
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.
Newly enrolled ELLs and ELLs who enroll throughout the year are offered a grade level orientation, school tour, introduction to ARIS
18. What language electives are offered to ELLs?
N/A
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)?

N/A

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.

Teachers involved in professional development are Ms. Beylis(ESL teacher), Ms. Avila(Intervention/ESL Liasion), Ms. Brown(Science teacher), Ms. Vera(K Teacher), Ms. Castellano(1st Grade Teacher),Ms. Cornwall(ICT-General Education Teacher), and administration team. Professional development is made available to the principal, assistant principal, teachers, educational assistants, guidance counselors, the secretary, and support staff. All workshops attended may be turn keyed to colleagues. The ESL teacher maintains an ongoing collaborative relationship with all classroom teachers and schedules collaborative planning sessions in order to assist classroom teachers in developing lessons that can maximize opportunities for ELLs to demonstrate academic growth and linguistic progress.

The ESL teacher will facilitate ELL discussion groups and professional development sessions to all teachers and school personnel. Such sessions may range from the identification of ELLs to ESL methods and strategies to use in a monlingual classroom.

Currently Brooklyn Landmark has a professional development calendar. Ms. Avila has attended or will attend sessions provided by the network:

ELL SUPPORT SERIES: IMPORVING ELL ACHIEVEMENT through CCLS-ALIGNED INSTRUCTION- November 8, 2013, December 12, 2013, and January 24, 2014.

All teachers of Brooklyn Landmark attended ReadyGEN and Go Math summer trainings. All teachers also attended and intense week of summer training right before school started to become very familiar with the Common Core Learning Standards for all, including ELLs, learners.

As Brooklyn Landmark grows to full capacity, support will be given to our elementary students approaching middle school. The ESL teacher and the guidance counselor, in addition to all staff members will support to our ELLs with their applications and clear understanding to parents in their native language.

All records are maintained and stored by Ms. Beylis.

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?

Newly enrolled parents of ELLs are invited to participate in parent orientation workshops. These workshops are provided by the ESL teacher. Parents are informed of their rights and the rights of their child. In addition to these orientation sessions, all parents of ELLs are invited to attend ARIS training in order to self monitor their child's progress in school. Parents are invited to participate as volunteers in the school and to serve as story tellers and read stories in their native language to ELLs and non-ELLs. Parents are also encouraged to serve as chaperones on all school field trips and events. Parents are provided with written invitations, in their native language, to attend all workshops provided by the DOE.

Ell parents are asked to submit the DOE Preferred Language form to inform school personnel of their preferred language of communication. During the orientation session, the informs parents of all services available to them from the school and the community. All parent involvement activities are offered with interpreters as needed or requested.

Brooklyn Landmark has strong partnerships with Partnership With Children and Change for kids. Both organizations provide services and workshops to support our ELLs and all of our students and their families.

Currently, we have used surveys to get an idea of what our ELLs' parents need or would like support in. Parents' voices are heard at PTA meetings, parent-teacher conferences, or when parents feel the need to talk to us, with interpretation if available or requested.

ELLs' parents, as well as all of our families are welcome to participate in all of our activities, such as Family Night, Families as Learning Partners, Mutlicultural Celebration, Community Circle, field trips...

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.

School Name: Brooklyn Landmark Elementary

School DBN: 23K599

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Davson	Principal		1/2/14
	Assistant Principal		1/2/14
	Parent Coordinator		1/2/14
Ms Beylis	ESL Teacher		1/2/14
Mrs. Tabitha Abdel Rahman	Parent		1/2/14
Gina Avila	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		1/2/14
Joyce Beckles Knights	Coach		1/2/14
	Coach		1/2/14
Ms. Vallarson	Guidance Counselor		1/2/14
Ms. Petrina Palazzo	Network Leader		1/2/14
	Other _____		1/2/14