

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K118

School Name:

THE MAURICE SENDAK COMMUNITY SCHOOL

Principal:

W ELIZABET GARRAWAY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Maurice Sendak Community School School Number (DBN): 15k118
Grades Served: Pre-k, kindergarten, 1st and 2nd
School Address: 211 8th Street Brooklyn, NY 11215
Phone Number: 718 8405660 Fax: 7188405666
School Contact Person: Elizabeth Garraway Email Address: WGarraway@schools.nyc.gov
Principal: Elizabeth Garraway
UFT Chapter Leader: Annie Giovino
Parents' Association President: Oliver Stockhammer and Debra Farrell Nelson
SLT Chairperson: Annie Giovino
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston St., Brooklyn, NY 11201
Superintendent's Email Address: Askop@schools.nyc.gov
Phone Number: Phone: 718-935-4317 Fax: Fax: 718-935-4356

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Field Support Center Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Brooklyn, NY 11201
Director's Email Address: (BFitzge2@schools.nyc.gov)
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Garraway	*Principal or Designee	
Annie Giovino	*UFT Chapter Leader or Designee	
Debra Farrell Nelson	*PA/PTA President or Designated Co-President	
Oliver Stockhammer		
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erica Goldberg	Member/ parent	
Carrie McClaren	Member/ parent	
Jason Lee	Member/parent	
Kim Leville	Member/ parent	
Rachael Pierce	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kristen Kaye	Member/ Teacher	
Trilby Walsh	Member/ Educational assistant	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement: The Maurice Sendak Community School is a small, collaborative learning community dedicated to fostering intellectual curiosity and a life-long love of learning. Using an interdisciplinary, inquiry based approach, we prepare our students to be problem solvers and creative thinkers as they develop a strong sense of social responsibility to our global community. Our multi-cultural education provides a myriad of opportunities for cross-cultural understanding among our students. We use a workshop approach to teaching and differentiate the curriculum to meet the needs of individual students at all levels. We cultivate a high level of parent involvement and aim for high academic achievement for our students.

Our learning environment promotes collaboration among students, teachers, administrators and parents to excite curiosity, motivate learning and build trust and respect for others. The six Core Values of our school are: Positive Attitudes, Creativity, Independence, Inclusiveness, Collaboration and Joy. You will see these values embedded in everything that we do. One of our school's greatest strengths is the way independence and collaboration are fostered in both students and staff. While teachers plan each unit together (goals, pacing, assessments and possible lessons), teachers are given flexibility in determining what they want to focus on based on student need and interest. Children are highly independent. They are allowed to select their own reading and writing material, strategies for solving math problems, and activities for choice time. However, they also participate in group activities throughout the day where they are required to problem solve with partners, compromise, and use their verbal skills to accommodate the group. The ease with which both independence and collaboration have been incorporated into the school is a result of the leadership's trust in teachers and children to make the right decisions – which has been modeled by leadership from the school's inception.

Partnerships are imperative for a new school's success. Currently, 15k118 works with the Teachers College Reading and Writing Project for support in ELA. We have hired Studio in the School for a year-long residency to integrate art into the school's curriculum. For Physical Education, we partner with Mighty Milers, Together in Dance, and Kids Orbit to provide enrichment during lunch time recess and the school day. Parents support our school through volunteering on all committees, working in the cafeteria and library, speaking to children about their careers, and singing and reading with children. Parents also run our after-school program in coordination with Wingspan.

PS 118 faces challenges common to a new and growing school. Because we have a small staff, all members are required to wear many hats. And because we are adding grades every year, new resources must be regularly purchased and new teachers trained in the ways of our unique community.

15K118 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,OK ,01	Total Enrollment	169	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.0%
% Free Lunch	6.1%	% Reduced Lunch		N/A
% Limited English Proficient	N/A	% Students with Disabilities		13.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		6.1%
% Hispanic or Latino	6.1%	% Asian or Native Hawaiian/Pacific Islander		7.3%
% White	62.2%	% Multi-Racial		18.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The Maurice Sendak Community School strives to teach students to be problem solvers and creative thinkers. We believe that students will be better prepared to work in the real world if they are able to make connections and work with people who have various skills and ideas to contribute to a given project or situation. Based on SLT meetings, teacher input, parent feedback and student assessments, we concluded that an integrated, inquiry based curriculum would support our mission and help disseminate our school’s values (creativity, joy, inclusiveness, collaboration, independence and positive attitudes).

PS 118 has been successful thus far by ensuring collaborative planning time for teachers as well as cobbling together resources to hire a part-time Science and Music teacher. Our Educational Assistants have been trained in Estrellita, and provide a minimum of 20 minutes of Spanish instruction per day. We have also developed partnerships with families and other community organizations to add enrichment to our curriculum. We work with Teachers College Reading and Writing Project, and share a part time Assistant Principal with our sister school P.S. 321. This enables us to share best practices between the schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of students will experience an integrated, inquiry based curriculum that connects all content area subjects: Science, Reading, Math, Writing, Social Studies, Spanish and Art. Evidence of this integration will be apparent in final projects and end of unit celebrations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The hiring of a part-time Music teacher to support the curriculum with multi-cultural and common core aligned lessons. Music teacher will co-plan with classroom teachers and will provide PD on integrating music into classroom lessons.	All students	Sept. 2015-16	Administration
The hiring of a part-time Science teacher who will provide inquiry based lessons to students. Science teacher will co-plan with classroom teachers and provide PD on using the Inquiry method to support curriculum and best practices	All students	Sept. 2015-16	Part-time Assistant Principal
Continued training of Educational Assistants in Estrellita in order for them to continue teaching students Pre-K-2 with Spanish instruction. Planning time provided for EAs and classroom teachers each week. Common planning time for classroom teachers to develop grade level curriculum that incorporates all content areas weekly.	Educational Assistants	Sept. 2015-16	Principal
Partnerships with TCRWP, Together in Dance, LEAP, Kids Orbit, Studio in a School, to provide additional enrichment activities that support the work students are doing in the content areas.	All students	Sept. 2015-16	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • 2 Common planning periods per week and after school P.D. on Mondays • Pre-k and fair student funding to pay the salaries of the Music and Science teachers. • PTA, fair student funding and Pre-k funding to pay for partnerships with TCRWP, Together in Dance, Studio in a School, Kids Orbit and LEAP

Fair student funding to pay for a special education part-time F status teacher.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Integrated Unit Plans from Classroom teachers and Science/Art teachers will be collected regularly by the Principal and Assistant Principal. Teacher feedback from residencies will be collected at the end of each cycle to assess effectiveness of partnerships.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our ELA program is strategically planned and highly effective. Most of our students are reading at or above grade level. Teachers take regular conference notes on children which are used to monitor progress. Our classrooms are provisioned with both leveled and genre/interest libraries and students have choice when selecting reading materials. Teachers model strategies for children, which students then replicate independently. Educational Assistants have been trained in the Reading Rescue program and attend workshops at Teachers College to provide individual support for struggling students. All classroom teachers receive monthly PD from our TC staff developer.

Students are supported and challenged by our rigorous workshop model of teaching, where teachers work with students in small groups and individually to provide maximum support. Service providers push into the classroom when working with children as well. However, we need to continue to develop our teachers’ facility with small group instruction and strategy groups to meet the needs of all our students – those performing above and below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relavant, and Time-bound.

By June 2016, all teachers will have incorporated the workshop model of instruction in Reading, and will provide small group instruction through guided reading and strategy groups. By June 2016, 85% of students will have met benchmark based on F and P reading levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will be trained by TC staff developer on reading and writing strategies. Teachers will participate in workshops offered by Teachers College on site. Teachers will provide informational meetings for parents.</p>	<p>All staff members</p>	<p>Sept. 2015-16</p>	<p>TC staff developers Principal and AP All staff</p>
<p>Staff will participate in a study group around the new book written by Jennifer Saravilla: Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers .</p>	<p>All staff members</p>	<p>Sept. 2015-16</p>	<p>TC staff developer, Principal and AP</p>
<p>Educational Assistants will continue their training in the Reading Rescue intervention program.</p>	<p>Educational Assistants Struggling readers</p>	<p>Sept. 2015-16</p>	<p>Principal Classroom teachers</p>
<p>Teachers will utilize Monday planning time to evaluate assessments and design strategy lessons and guided reading groups.</p>	<p>All teachers All students</p>	<p>Sept. 2015-16</p>	<p>Principal. AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers College Reading and Writing Benchmark analysis of growth – January cycle.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In 2014, during the PPR from the Superintendent, it was noted that the school’s Pre-K program needed to be better aligned to the Common Core across classrooms and needed to have a more consistent curriculum across the grade. We began to address this issue last year. Teachers selected common Social Studies and Science themes, and worked together to develop units with common goals and skills.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the four Pre-K classrooms will have designed a Common Core aligned curriculum that is consistently implemented across all four classrooms resulting in a common curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The hiring of a part-time Assistant Principal to work with teachers on curriculum and teaching strategies.</p>	<p>Pre-K teachers Pre-K students</p>	<p>Sept. 2015-16</p>	<p>AP and Principal</p>

The writing of a Pre-K monthly newsletter that informs parents of grade wide activities and learning	Pre-K teachers Parents	Sept. 2015-16	Principal
Regular common preps and after-school PD time to continue creating and collaborating on a pacing calendar and unit plans	Pre-K teachers students	Sept. 2015-16	Principal
Scheduled meetings with TC staff developer and Pre-K social worker for strategies to use in all classrooms.	Pre-K teachers Students	Sept. 2015-16	Principal TC Staff Developer Social Worker

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Flexible scheduling										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Principal review of monthly unit plans and newsletter.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

At the beginning of the year, the Principal will survey teachers regarding topics they want covered during school-wide PDs. Based on the survey results, a semester long differentiated PD calendar will be created to meet the varied needs of the PS 118 staff. In order to develop teacher leadership, teachers will be asked to lead cycles of workshops during PD time as well.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of staff will have participated in teacher and principal led weekly PDs that are specifically geared toward developing teacher leaders while meeting the academic and Social and Emotional needs of the school community. The result will be a100% of teachers stating that the school invites teachers to play a role in setting goals and making important decisions for the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
Survey of teacher instructional and social emotional needs. The development of a semester long PD calendar. Identification of teacher leaders to provide PD cycles.	All staff	Sept. 2015	All staff Principal

Principal led PDs on the topics of assessment, pedagogy and planning developed in conjunction with AP, TC staff developer, SPED coordinator	All staff	Sept. 2015-16	All staff, Principal, AP, TC staff developer, SPED coordinator
The development of learning communities through the Learning Partners program for all teachers to participate in.	All staff	Sept. 2015-16	Principal, Learning Partners Principals
End of year teacher conferences with the principal	All staff	Sept. 2015-16	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January, teachers will be informally surveyed regarding two areas: (1) whether the first semester PD calendar supported their instructional and social emotional needs; (2) what additional PD they need for the second semester.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

A major goal of our school’s vision is for our students to be successful in the area of social responsibility and citizenship. Maurice Sendak was a great example of someone who was inclusive and showed empathy and respect for others. We strive to cultivate an environment where students can discover the joys of helping each other and discover the simple ways that they can help those who are less fortunate.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our students will engage in programs and systems that help develop their social responsibility within our school, the larger Brooklyn community, and extend to the global community. The impact of these programs will be measured through formative assessments such as whole class conversations, written reflections of the students, and through opinion pieces evaluated using a rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The development of a character education curriculum by staff and families.</p>	<p>All students</p>	<p>August 2015-2016</p>	<p>Teachers, Parents, Principal</p>

Student involvement in community projects including: food drives, Penny Harvest, coat drive.	All students	2015-16	Staff and Parents Principal
Authentic writing projects where students are taught to voice their opinions about ways to improve their community during two persuasive writing units.	All students	2015-16	Classroom teachers
Parents model the importance of volunteerism by supporting the school in the cafeteria, in the school-yard, at center time and at school-wide events.	All students	2015-16	Parents, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. SLT and PA surveys. 2 cycles of persuasive writing.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F&P running records Student work Conference notes Conversations with families	Reading Rescue LLI Guided, interactive reading and writing Conferring	Workshop model whole group, small group, partner and individual instruction.	School day
Mathematics	Unit assessments Student work Conference notes Conversations with families	Conferring Math conference Hands on math	Workshop model whole group, small group, partner and individual instruction	School day
Science	Assessments Student work Conference notes	Inquiry Project based	Workshop model whole group, small group, partner and individual instruction	School day
Social Studies	Assessments Student work Conference notes	Experiential hands on learning	Workshop model whole group, small group, partner and individual instruction	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT Pre-K social worker SPED coordinator	Push in and pull-out	Workshop model whole group, small group, partner and individual instruction	School day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting 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;

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 118
School Name The Maurice Sendak School		

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

Principal W. Elizabeth Garraway	Assistant Principal Beth Handman
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Eileen Tsuji
Teacher/Subject Area Alexis Hernandez/ Kindergarten	Parent
Teacher/Subject Area	Parent Coordinator Mariateresa Bazzi
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Anita Skop	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	153	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0											0
Dual Language	0	0	0											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE		0	0	0	0	0	0	0	0	0
DL		0	0	0	0	0	0	0	0	0
ENL	1	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	1	0	0											0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

**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																		
SELECT ONE <u>1</u>	1	0	0	0	0	0													0	0
SELECT ONE	0	0	0	0	0	0													0	0
SELECT ONE	0	0	0	0	0	0													0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE <u>N/A</u>									0	0
SELECT ONE <u>N/A</u>									0	0
SELECT ONE <u>N/A</u>									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	0	0											0
Emerging (Low Intermediate)	0	0	0											0
Transitioning (High Intermediate)	0	0	0											0
Expanding (Advanced)	0	0	0											0
Commanding (Proficient)	0	0	0											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0											0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As a school we use Fountas and Pinnel (F&P) to assess the students in English. The assessment is done about three times a year or more often for students not at benchmark level. The data suggests that new students become fluent readers in English on grade level within three years. This assessment tool allows the teacher to look carefully at comprehension and vocabulary development as well as phonetic understandings and conventions. It is also interesting to note that children who are able to read grade level text in F&P are more likely to reach commanding level on the NYSESLAT. Going forward this data will allow us to predict more accurately the students we will continue serving and focus on students that require more support in English language development. This data will allow us to fine tune intervention services to pinpoint areas of individual students and target these skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
This is the first year we have ENL students (ONE) and we have not yet had the opportunity to collect data. Going forward we will analyse the future data and discover trends. Our 1 (ONE) ENL student's parents are fluent in English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A - This is the first year we have an ENL student (ONE). The student is in Kindergarten. However, when we tried several times from two different computers, we were unable to access the AMAO tool on the DOE website.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We are a relatively new school and this is the first year we have ENL students (ONE). We have not had the opportunity to collect data yet. We support the student with push-in and pull-out instruction through the purpose of language appropriate materials. The student is in Kindergarten therefore did not and will not participate in State wide testing. The child cannot speak or read English and cannot participate in State wide assessments. The child's language is Hebrew and there is no Hebrew Lab.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- As a school, we utilize RTI to support struggling students. We begin with informal classroom observations, evaluation of student work, conversations with parents and formal assessments to determine supports for students. Should we find that a student is not moving at an appropriate pace we provide Tier II interventions that currently are small groups/individual instruction within the classroom. We have two adults in each classroom and they provide individualized attention and small group instruction. The school looks closely at and will develop more mandated support if needed. Given the fact that ELLs are not a monolithic group we are careful to look at all contributing factors that can be altered to support English development and academic success. Any future ELL students that would be in the position of needing additional support, would be given the necessary support to make sure that they become more successful. We would track their growth through student work. If it is determined that a student would benefit from the additional mandated support of Special Education services, the RTI would be used to determine need or eligibility.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- When a student enrolls in our school, the parents complete the HLS (Home language Survey) and a teacher/administrator conducts an informal interview in English and whenever possible - through the NYCDOE Translation and Interpretation Unit- in their native language. This first conversation enables us to determine their primary language and their fluency in both languages. For those Spanish speaking students, we look at Spanish Lab-R results to see the students abilities in their native language. For other language speakers we make sure we provide visual aids, differentiated work, access to books both in English and in the student's native language. Whenever appropriate, we reach out to staff members that speak the student's native language so that the child has another connection. We will give students who progress atypically more support using the RTI model. For example, based on the data of the previous years, we would begin to approach the students needs by choosing specific supports that match the area of struggle. In some cases a student may benefit from an extra period of writing which helps develop structure and organization, but for another student it may be more important that they work on developing comprehension strategies or get additional support in a guided reading group. We will look at multiple measures to assess where students are in math and ELA and provide them with targeted support. Within the classroom, we will place ENL students in heterogeneous groups that have the same language objectives in order to be able to address their specific needs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- As a relatively new school we have not yet had the opportunity to collect sufficient, relevant data. This is the first year we have ENL students (ONE - Kindergarten grade). Going forward, once we have enough data, we'll compare their scores with other ENL students as well as their English speaking peers. In the future, as our school grows, and grades 3, 4 & 5 are added, in order to evaluate the success of the ELL's in our school, we'll look at Fountas & Pinnell running record assessments, teacher developed, grade-wide math assessments, ongoing conferences in math, reading and writing, and the ELA, Math, and NYSESLAT scores. We will ensure that we meet AYP for ELLs and that our program is successful.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- STEP 1: Upon registration, all parents fill out the HLIS (Home Language Identification Survey). For parents needing translation we provide it through members of the staff who speak their home language or via the NYCDOE Translation and Interpretation Unit. A licensed pedagogue interviews the student and family. Heidi Sauberg (ESL teacher) or Alexis Hernandez (ENL teacher) administers the HLIS. Translation and interpretation services are used when necessary. STEP 2: The interview and the HLIS determine whether a child is eligible for the NYSITELL or ESL services for students who have no English at all. This information is entered in ATS by the pupil accountant secretary within 10 days of enrollment, and the family is notified immediately through verbal and written communication. STEP 3: Administration of the NYSITELL: The NYSITELL is administered by appropriate trained members. Answer documents are scanned into ATS within ten days of enrollment by the ESL teacher or parent coordinator, and parents will be notified of ELL determination within five school days using the NYCDOE standard parent notification letter in parent/guardian's language of

preference. STEP 4: The Spanish Lab will be administered to all new entrants whose HLIS indicates Spanish as the home language and also to all students who are newly identified as ELLs based on NYSITELL results by a licensed bilingually certified pedagogue on the LPT team or bilingually certified teachers in DL programs. This will be done within 10 school days for non IEP entrants and 20 school days for students with IEPs who have been newly identified as ELLs. The NYSITELL will be administered by either Principal W Elizabeth Garraway, Heidi Sauberg (ESL teacher) or Alexis Hernandez (ENL teacher.)

We will have an ongoing process to meet, inform, and help our new ELL parents with the identification process in a timely manner. The ESL Teacher, Pupil Accounting Secretary and the Parent Coordinator will work together with all new parents entering our school. New ELL parents will be notified that they can come into the school to view the Parent Video, and complete the Parent Survey and Selection Form. Parents are informed that they can go onto the DOE website in the parent section to view all videos and materials in the parent's preferred language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We are an early childhood school serving students pre-K to 2 and our students are not considered SIFE. In the future, as our school grows, and we add on 3rd, 4th and 5th grade classes, the process of identifying SIFE students will be that we'll do so within 30 days of enrollment. Determining SIFE status begins upon completion of the HLS when the parents are asked to identify prior schooling. If it's determined the student needs it, after administering the SIFE oral questionnaire and looking at the student's work, the student will be given the LENS, if it is available in their native language. Upon determining SIFE status, it will be entered into the ATS computer and an appropriate program to address academic and emotional needs is determined.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For students with an IEP, the LPT will convene to determine eligibility based on the assessments above as well as a review of the history of language use in school and at home. Results are determined by the individual evaluation CR Part 200.4 (b) (6), and all data/information provided by CSE regarding the student's disability and the impact this may have on demonstrating proficiency in English. The LPT consists of W. Elizabeth Garraway (Principal), Eileen Tsuji (Guidance Counselor), and/or Juliette Laor (School Psychologist), Heidi Sauberg (ESL teacher) as well as parent(s) of the student. If the principal rejects the decision, the students with IEPs who have been newly identified, are assessed within 20 school days of enrollment. If the principal accepts the decision, then the recommendation is sent to the Superintendent or designee for a final decision. The parent/guardian is notified within three days of the decision in the parent's/guardian's preferred language.

The team will make a decision as to whether the student may:

- Have second language acquisition needs, and therefore is eligible to take the NYSITELL
- Or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English, and therefore the team recommends that the student not take the NYSITELL. If the LPT does not recommend that the student take the NYSITELL, then this information is reviewed by the principal and then this is reviewed by the superintendent or designee, and the ELL process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher determines the new admits, interviews at the end of the school year; and in September they begin testing students as well as any new admits from the summer. As soon the students are tested, the parents are notified verbally and in writing both in English and in the parents preferred language. The parent coordinator would also reach out to the families to provide additional information and clarification if needed and arrange to use the NYCDOE Translation Unit if needed.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

In the case that a student may have been mislabeled an ELL or not identified, our school will begin the reidentification process. The Principal W. Elizabeth Garraway and/or Assistant Principal Beth Handman hold a meeting with parents in their preferred language. They will go over the forms and tell the parent (we currently have 1 ELL that speaks Hebrew) that they have the right to look for a school that has a dual language Hebrew program. This is also explained in the parent orientation meeting. They may transfer to that program instead if they wish. This will happen within 45 days of enrollment. In these situations, we will review all related documents as well as student work both in English and the student's home language, to determine if the student needs to be tested using the NYSITELL. If it is determined that the student is not an ELL by a qualified personnel, then we'll provide written notification both in English and in the parents preferred language and also to the designee for the DOE. We keep copies of all records and communications with the family filed in the students Cumulative Folder, and all designated ESL pedagogues have access to the files.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The Principal and/or Assistant Principal send parents a letter notifying them of their child's status as an ELL student and they are invited to a parent orientation meeting, conducted by Heidi Sauberg (ESL teacher) to explain the possible programs available to them upon determination of the ELL status of their child. - They are given a time, and date, to learn about the three types of programs available in NYC for ELL students. These options are outlined in the brochure. Parents are shown the DOE video in their native language by the school's ESL teacher, Heidi Sauberg, and then they fill out the survey with the three choices of dual language, traditional bilingual or the freestanding ESL program. This is all done within the first 20 days, after the child has enrolled. If a parent fails to attend the scheduled meeting, then our parent coordinator would reach out to the parent. If we were to launch a TBE/DL program, then we would inform parents both in writing and verbally in English and in the parents preferred language. If the survey is not returned then the default program is bilingual.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our on-site meetings are the best way for us to communicate with our ELL families. In addition, surveys are sent home in homework folders and we use email for outreach as well. In some instances, parents will meet with the ESL teacher individually in order to fill out the survey and/or it will be sent home and returned to school. Outreach is made to parents that do not return the forms to let them know about the programs available. Within 20 days parents will come in to view the video and receive a brochure on the three models, and have all their questions answered. We ensure that parents are given the information within a time frame that allows for choice. If a parent fails to attend the scheduled meeting, then our parent coordinator will reach out to the parent. If a parent has requested a translator (as per the HLS), then translation services are available. Outreach is also made via letters in the homework folders, email and in the form of a phone call to parents who have previously chosen a TBE/DL program, to notify them when the program becomes available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL teacher and parent coordinator are responsible for contacting families that have not returned the Parent Survey and Program Selection. They will reach out to the parents and solicit the return of their completed forms. We will have email and telephone communication with the parents until we receive the completed forms. At times this means sending a request in the parent's native language in order to ensure understanding. The returned Parent Survey and Program Selection forms are stored in the child's cumulative folder.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are sent home in the child's homework folder and are also emailed by the parent coordinator to the parent. The parent coordinator then calls the parent to let them know that the forms are coming, and to make sure that they have been received and completed. The parent coordinator will follow up with the parents via email and phone calls to offer additional information and clarification if necessary. The forms will be translated to the parent's preferred language if necessary.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The documentation is filed with the student's cumulative record. Relevant information is also entered in ATS and language support services are programmed in STARS as well, and will appear on the child's report card.
11. 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.
This test has not been administered yet in our school as we are Pre-K through 2nd grade. We will grow by one grade each year until we reach 5th grade at the start of the 2018-19 school year. Our one current ELL student is in Kindergarten this year. In the future, a team of licensed pedagogues (W. Elizabeth Garraway, Beth Handman, Heidi Sauberg), will work to administer all parts of the NYSESLAT within the time frames given. The ESL teacher will create a schedule and then the other teachers are introduced to the groups of students they will be administering the test to. The school will use the RNMR and RLAT to determine eligibility for the NYSESLAT. Prior to testing, the testing team will walk through directions for administration in order to ensure compliance and to produce accurate results. Upon completion, days are set aside in order to allow for absences and or illness during the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are distributed by the ESL teacher within the first 10 days of school. The parent coordinator and the ESL teacher reaches out via telephone and e-mail to be sure the parent knows the letters will be sent home with the child in their homework folder, and we will follow up via e-mail to ensure they receive them. These letters will be drafted in the parent's preferred language, and verbal correspondence will be done via a translator in the parent's preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

This is our first year having an ELL student and they do not want to change schools. - They have indicated that they want to stay here. We describe the other offerings as per the ASPIRA Consent Decree if a parent is interested in transferring to a different school that

has their desired program. In relation to the 1974 APSPIRA, in our school we have yet to have a sufficient number of students in a solitary language to offer a bilingual program. So far it has been very rare that we have even one child who does not select the freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

In our freestanding ENL program, students will be grouped by grade at times and at other times by proficiency level. All of the students that are newcomers or at the beginning level will receive 180 minutes of Stand Alone ENL in order to develop language skills necessary to access what is happening in the classroom. The other 180 minutes are given as integrated ENL as a support to developing a better understanding of content within the curriculum. In order to meet the needs of our students as they become more sufficient as per CR 154, we will deliver instruction aligned to support the curriculum in their classrooms. While student skills are emerging, we'll support them with 90 minutes of Stand Alone ENL, and then as skills progress we'll move to the more integrated support of ENL that is aligned to support students in developing academic language skills that support content area within the classroom.
 - b. TBE program. *If applicable.*
N/A at this time.
 - c. DL program. *If applicable.*
N/A at this time.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Push-in and pull-out services are provided to our one current ELL student. In the future, as our school grows, in order to meet the mandates of our students, they are given an array of support both in homogeneous grouping that focuses on targeting skills that enable access to the curriculum, and then support in integrated groups that allow them to develop proficiency in grade level content area assignments. The ESL teacher would coordinate scheduling to insure that the mandates are met, and the appropriate support is given for these students. Students at the Entering Level are given 360 minutes of ESL support, 180 in stand alone ENL instruction, and the other 180 in integrated groups to support the ELA progress. Students at the Emerging Level are given less stand alone (90 minutes), and then the rest is integrated ENL. Intermediate and Advanced (Transitioning/Expanding) will be given 180 minutes of instruction to integrated ENL. Our commanding students will be added to other integrated groups to support the transition to independent work.
3. Describe how core content is delivered in each program model. 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.

Teachers plan intentionally for content, literacy, and language objectives using: literacy data (F&P Benchmark in either one language or both languages); NYSITELL/NYSELSAT data; Monthly Guided Reading Reports; CCLS (inclusive of Reading, Writing, Speaking and Listening, Reading Foundational Standards, and Language Standards); our core curricula--TCRWP Units of Studies, Foundations, Estrellita, Inquiry Based units which integrate literacy and the NYCDOE Scope and Sequence for Science, NYCDOE Scope and Sequence for Social Studies, Math Units of Studies aligned to CCLS; and knowledge of best literacy and ELL research based practices. All instruction is given in English, but native language support is given when needed. As our school grows, at times it will make the most sense to pull small groups of ENL from a single grade to work on a writing project where the teacher may brainstorm vocabulary, use a graphic organizer to show the structure of the essay, or encourage and teach use of translation dictionaries and/or technology to support vocabulary in writing. At other times the support may rest on building the foundational skills needed to reach common core expectations. For example, students may need to learn the alphabet and corresponding sounds in order to begin to develop skills that will allow them to access the readings on their grade level. Push in and pull out models will be based on the needs of the students. Depending on the teaching objective, they may use TPR (Total Physical Response), collaborative and cooperative projects, language experience approaches, and/or Cognitive Academic Learning Approaches. In

general, the school philosophy is one that supports direct experiences as a way to construct ideas, and is language rich in all areas. This will present great opportunities for our ENL students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We will use the SOLOM Rubric to assess students social and academic oral production. We will align it to the NYSELSAT speaking rubrics to assess for additional oral language development. Teacher teams will meet and analyze student transcripts and videos using these rubrics along with the above data, and resources to intentionally target language outcomes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

PS 118 uses multiple assessments to track student development. Students in our ESL program are assessed using Fountas and Pinnell running records, they are expected to complete writing assignments in order to develop new goals, and within math they complete end unit assessments as well as a benchmark assessment at the beginning and end of the school year. Oral language skills are assessed primarily in the classroom unless a student is still working on speaking in larger groups. In that case, they'll be assessed in a smaller ENL group.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our teachers differentiate instruction based on the level of the students. We provide push in and pull out services and the provider takes the material taught in the classroom and breaks it down to the level of the ELL student. They use a lot of visuals and work with the student in Reading, Writing, and Math, as well as Social Interaction times: Center Time, Outdoor Play, Snack and Lunch times.

A. For SIFE students it is important that we address the underlying splintered skills as well as developing new English language skills. In these cases, SIFE students may require more support throughout the day. This means that on top of ENL services, the student would require support to catch them up to their current grade level.

B. Newcomers will be given 180 minutes of ENL standalone services in order to develop basic language skills along with 180 minutes in order to develop common core skills. Because newcomers are working on basic language skills, it is generally a pull out service. At times it can be push in to support acclimation to the classroom work.

C. We expect that as our school grows and we enroll additional developing ELL's, they'll master many of the basic skills, and we'll continue to provide instruction enabling them to develop deeper understandings of language as well as scaffolding support to meet the Common Core Standards in all content areas. These supports will be push in or pull out based on the proficiency task.

D. So far, in our school we have not had any long term ELL's. In the rare instance that we do, ELL students will be identified as SWD as well. These students will be given both ENL support services along with special education services in order to develop strategies that ensure their academic progress.

E. ELL's will be given support and testing accommodations as needed. These students will require Integrated ENL and will be supported in their transition to independence.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The reidentification process will be used after a request from the parent/guardian or teacher. Then the school will examine all documents related to the case as well as review the student's work. Then the school will either administer the NYSITELL or decide it is unnecessary. Principal W. Elizabeth Garraway ultimately, in collaboration with qualified personnel, determines ELL status for the student and parents are notified as well as the Superintendent or Designee. Further notification is sent from the Superintendent to the Principal and to the Parent and Student.

8. 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?

Teachers of ELL-SWD's offer targeted instruction that builds on oral language development and English literacy skills through explicit teaching. All ELL-SWD's work in grade level materials when appropriate. It's anticipated that in many cases they will need support to complete assignments and will develop specific strategies to increase vocabulary and word attack, problem solving and computation skills as well as the use of graphic organizers, brainstorming vocabulary and structure, and grammar in writing assignments. They will receive all related mandated services.

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

Chart provide push-in and pull-out services so that the ELL has individualized support in and out of their classroom. ELL-SWD's will be placed in a Collaborative Teaching classroom and will receive the support services in ESL and within the ICT classroom. This will minimize time out of the classroom. In cases where students have been placed in General Education classrooms, the ESL and SETTS teacher will meet periodically in order to ensure the student is progressing, or they will adjust the services to meet his/her needs.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

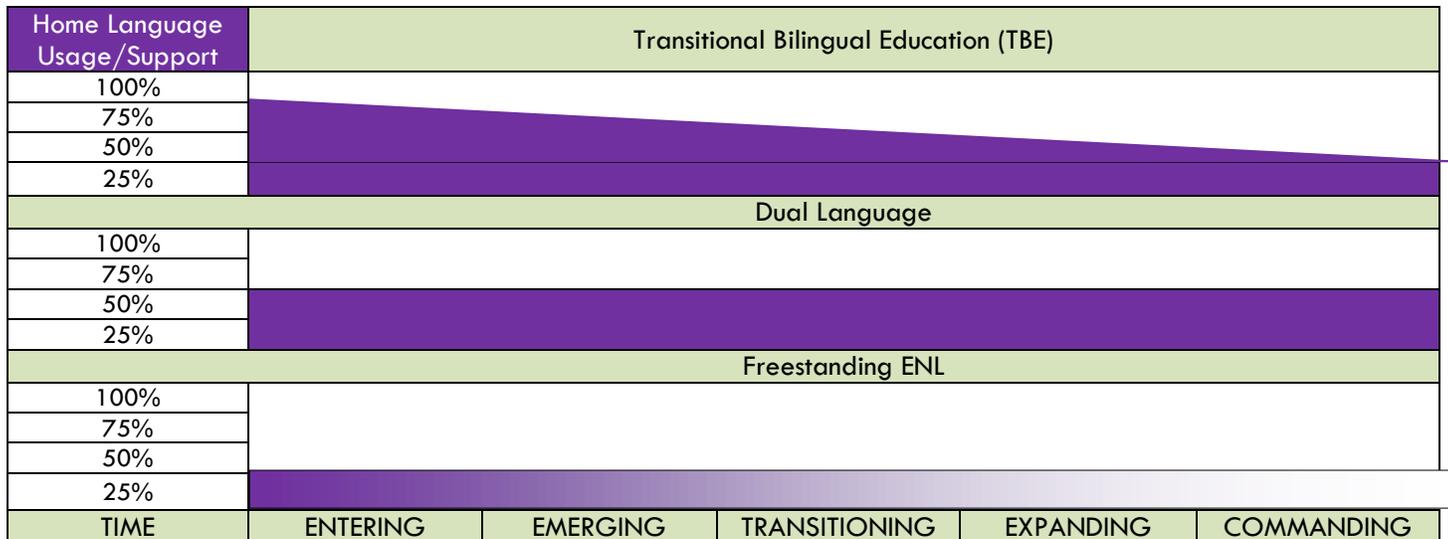


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We provide targeted instruction as per student needs. For students who are in the transitioning stage and above, and where the literacy data reveals comprehension and phonics instruction needs to be strengthened, we will use The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as a small-group supplementary literacy intervention, as published results (2009-10) demonstrate that LLI is an effective short-term intervention for struggling readers who are also classified as English Language Learners. We will also use a double dose of FUNdations in English and a double dose of Estrellita in Spanish. In Math, teachers will use End-of-Unit assessments through Engage NY to identify and target specific skills/strands to focus in on and provide small group instruction with progress monitoring. Students will also be engaged in Readers Theater and will be required to research background information on historical, social, and cultural underpinnings of the plays they'll perform so that that their performances can be enriched by these understandings.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is new and serves one ELL student. It is meeting the needs of our 1 (ONE) Hebrew speaking ELL. In the future, as our school grows, we will effectively create a program that enables our ELL's to reach commanding within 2-3 years. This being said, we need to look carefully at our ELL-SWD in order to insure that we will see progress in those students at an increasing rate. During Professional Development - both in house and through the Teachers College Reading and Writing Project--we will make it clear to teachers that they all have a role in moving our ELL students forward. Each grade has a rich Social Studies curriculum that provides a great deal of content to all students, including our current 1 (ONE) ELL student. Our classes go on many Social Studies related trips. In Science, we combine hands on lab experience with talking, reading and writing, and our students learn about the scientific process. We have a very strong focus on differentiation in math and in helping children articulate their mathematical thinking. We use many assessments and rubrics to document the progress of our students.
12. What new programs or improvements will be considered for the upcoming school year?
Our program is new as of this year.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are included in all school programs. They fully participate in the wonderful arts programs we offer such as Studio In A School, Music, and Spanish. At times the ESL teacher will push in to these classes and offer the necessary support to our ELL student. The Arts teachers plan for linguistic cultural traditions (which are reflective of our families). Afterschool enrichment programs are available to all ELLs in our Wingspan After School Program. As our school grows, and we enroll more ELL's, we will offer programs that are designed specifically for the ELL population giving them first priority.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Each of our units are thematically planned to incorporate hands on experiences, field trips and connections to students lives and to the world. Through the year, ELL's will be encouraged to become increasingly independent. They are encouraged to read in their native language and taught how to use the computer or IPAD to loosely translate as well as use dictionaries and thesauruses in order to grow linguistically. When possible, books in both English and Native languages are used. For example, some children's books are printed in both Hebrew and English, allowing the child to access from two languages. In other instances it makes most sense to follow a program (LLI) to ensure that students are gaining appropriate sight words and comprehension.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We only have the stand-alone ESL Program and we attempt to provide books in the home language of the student. We also utilize internet resources.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We have 3 periods of push in so that the work that is done corresponds to the grade level. We modify instruction so that it's aligned with the child's speaking level. In order to make sure all required support and services corespond to our ELL's grade level, many groupings are based by grade. All of the teachers are very familiar with the Common Core Standards on their grade and their instruction is CCS aligned. Although we have high standards for all students, we know that it is important to differentiate so that all students have access. We use UDL to ensure that this happens.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
ALL of our new families (students), ELLs included, are invited to participate in all activities offered by our staff (parent coordinator and school counselor). As our school grows, and we enroll more ELLs, we plan on implementing buddy systems for former ELL students and newcomers that will enable former students to support the newer students in their home language. In the future we

would also like to hold an international breakfast annually in order to connect newer families to families that have transitioned previously.

19. What language electives are offered to ELLs?

Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Every other Monday we have Professional Development time for all staff including ELL personnel. We also provide additional professional development offered by our Teachers College staff developer Cheryl Tyler. During Professional Development time we review the strategies and interventions that we have, with our special needs students and ELL students in mind. Staff is taught to break down or modify instruction and to work at the ELL student's level. The ESL teacher uses the tools in the classroom to make sure the content is engaging and is taught at their level. Our ELL teacher participates in Monday PD's that are focused on literacy, including meeting the needs of ELL students. There are different cycles of PD that are customized based on the needs of the teachers in that group.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Much of our Monday PD time focuses on differentiating teaching to help our students meet the CCLS. For example, teachers will engage in a 6-session math inquiry cycle focused on differentiation to meet the needs of the children who struggle in mathematics, including ELL students. Our teachers are required to incorporate the CCLSs into all lessons. Additionally, we provide Teachers College professional development to all our staff including ELL personnel.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
N/A at this time. However, in the future ELLs who continue to need support will be in a small RTI group in 5th grade with a Reading Teacher who will help them develop the skills and strategies they'll need to be independent learners in middle school. In addition, our OT will work with 5th graders on developing organizational skills.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

We have TC Professional Development regularly and abide by the requirements for ENL teachers. We file agendas and attendance sheets that were signed by the staff in attendance at all PD's, and keep them on file.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The mandated Orientation is held and we meet in person after the report card periods. We are available to the ELL family anytime they have questions or concerns. In order to keep parents abreast of the child's learning, they are invited to curriculum conferences with the ENL teacher. As our school grows, and we enroll more ELLs, we plan to hold international parent meetings that will take place quarterly, to discuss school related issues. The ESL teacher is available by e-mail and throughout the year will meet with parents to continue to support the families with ideas for home language support and/or enrichment activities in the surrounding areas. In addition, teachers will schedule individual meetings with each ELL family to which the ELL teacher and any RTI teachers involved are invited.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We keep digital and written records of our meetings with our ELL parents. Parents are informed of the programs available for ENL students at the parent orientation meeting led by the ESL coordinator, Heidi Sauberg. The parents are required to sign an attendance sheet to make sure that all parents have been given the information. In cases where parents need more direct attention, an email or letter may be sent home in the homework folder that allows them to choose another time. All corespondence is filed. Translation and interpretation services are available when needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All of our parents are members of the PTA and are included and encouraged to be involved at our school. We have school potlucks (one in the fall and one at the end of the school year) and many fundraisers such as ice skating parties, throughout the year. The Parent Coordinator and the head of the PTA schedule and develop different volunteer opportunities for parents as well. Teachers also allow parents the opportunities to volunteer in the classroom. Our "Family Fridays", scheduled the first Friday of every month, are a wonderful opportunity for parents of ELLs to gain a better understanding of what is happening in the classroom. During these times, parents come into the classrooms to do an activity with the students, which might be reading, social studies, playing math games, doing art together, etc. Our Parent Coordinator, Mariateresa Bazzi, is available to meet with parents as needed, and is knowledgeable about how to access translation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, recently we applied for an Arts Grant and hope to partner with Studio In A School to provide Workshops to ALL our K, 1st grade and 2nd grade families, including our one current ELL family.

5. How do you evaluate the needs of the parents?

We have a very involved parental body that supports our school. Our PTA and SLT meet regularly to discuss the needs of our students and parents. We discuss their needs in parent groups in order to develop supports for newer parents. As our school grows and we enroll more ELL students, we'll have the opportunity to have families from the same countries buddy up. Our Parent Coordinator attends these meetings and ensures that translation services are available if needed.

6. How do your parental involvement activities address the needs of the parents?

Our PTA meets regularly to address the needs of the parents, including our one current ELL family. Our parents have shared that they feel very welcome in our school and enjoy the different ways that they can volunteer. In some cases, parents are shy and prefer helping in organizing events. In other instances the parent would rather be helping out in the lunchroom. The variety of ways that they can be involved ensures that parents needs are met. Translation and interpreting services are available for all parent interactions. In some cases, a professional in the school may be fluent in a language of a newcomer.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Maurice Sendak Community School

School DBN: 15K118

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
W. Elizabeth Garraway	Principal		
Beth Handman	Assistant Principal		
Mariateresa Bazzi	Parent Coordinator		
Heidi Sauberg	ENL/Bilingual Teacher		
	Parent		
Alexis Hernandez/K grade	Teacher/Subject Area		
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Eileen Tsuji	School Counselor		
Anita Skop	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15k118** School Name: **The**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

As part of our registration package, we provide families with an HLIS, emergency cards and a school information survey designed to garner as much information as we can about our students. We carefully look at the information in order to determine what language parents would like to receive school information and communication. We also do an interview with the family.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

All of our parents prefer that both written and oral communication be in English. We have one student whose home language is Hebrew. However, both parents speak fluent English. In our three years as a school we have not yet received a request to have documents or communication in a language other than English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We are a new school in its third year of existence. We have had very few ELL students. None of our families has ever asked us to provide documentation in their native language. They all prefer to read and communicate in English. If any parents request translation we would translate newsletters, calendars, announcements and after-school program information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have two parent teacher conferences every year. These conferences are in November and in March. We also have two curriculum nights every year. These nights are in September and June. We also have monthly celebrations for each grade. Our guidance counselor or parent coordinator calls or interacts with families when students are in need of social emotional support and to support families in many other ways.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If families request that documents be translated we make note of that based on HLIS and Blue Card and other registration information. We then will have all major documents translated. We will use the translation funds that we receive to pay for documents to be translated or to hire translators. Also we always ask bilingual families who speak a language that is not used by our staff to help us translate documents for other families of that same mother tongue.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Staff members are asked to help us translate and interpret for the languages they speak. We also ask parents to form a part of our translation team when they speak a language that is not spoken by staff

members. We will use our school allocated translation and interpretation funds to pay for interpreters if needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are given an orientation at the beginning of the year about translation and interpretation services. They are instructed to contact the principal or parent coordinator so that they can make sure that services are available for conference and important documents. They receive a reminder in the staff newsletter.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will provide families with a Parents' Bill of Rights. We will have a one-one orientation with families whose native language is not English to determine what their translation and interpretation needs are. We will make sure that all report cards, narratives, common core standards, codes of discipline, information on IEPs and other special education documents are translated.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will have an exit survey and a one-one interview each semester to garner feed-back from our parents. We will make improvements based on the surveys.