

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K599

School Name:

BROOKLYN LANDMARK ELEMENTARY SCHOOL

Principal:

ROBIN WILLIAMS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Brooklyn Landmark Elementary School School Number (DBN): 23K599
Grades Served: Pre-K-3
School Address: 251 MacDougal Street, Brooklyn, New York 11233
Phone Number: 718-443-2747 Fax: 718-443-4365
School Contact Person: Robin Williams-Davson Email Address: Rwilliams4@schools.nyc.gov
Principal: Mrs. Robin Williams-Davson
UFT Chapter Leader: Mrs. Colleen Cornwall-Lewis
Parents' Association President: Mrs. Simone Gibson
SLT Chairperson: Mrs. Colleen Cornwall Lewis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Nicola Hall
Student Representative(s):

District Information

District: 23 Superintendent: Mauriciere deGovia
Superintendent's Office Address: 1665 St. Marks Avenue, Room 125 Brooklyn, N.Y. 11233
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718 240-3677 Fax: 718 385-3768

Borough Field Support Center (BFSC)

BFSC: _____ Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 Fax: (718)935-3820

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)
Robin Williams-Davson	*Principal or Designee	
Colleen Cornwall	*UFT Chapter Leader or Designee	
Simone Gibson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nicola Hall	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>	
Zareta Ricks	Change for Kids	
Karen Butler	Parent	
Nicola Hall	Parent	
M. Martinez	Parent	
Maggie Daniels	Parent	
Joyce Knights	Teacher, UFT	
Tiffany Smartt	Teacher, UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea Castellano	Teacher, UFT	
Rachel Jordan	Teacher, UFT	
	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.

Brooklyn Landmark Elementary School (BLES) is located in the Ocean Hill section of Brooklyn. The school doors opened in September 2013 to over 140 students from culturally diverse backgrounds in Pre-Kindergarten through Second Grade. Students who attend this school live in high-crime, high-poverty areas. Many of them reside in homeless shelters.

Currently, BLES provides academic support and services to students in grades Pre-K through 3rd grade, including students with disabilities, English Language Learners and students who have been retained. We have one Integrated Co-Teaching class, one self-contained class and a full time ESL teacher. Our rigorous academic programs include one Academic Intervention Teacher and an Instructional Coach. Our cluster teachers also provide AIS services for one period per day for targeted K-3 students. Our teachers use literacy and math programs that have been aligned to the Common Core Standards to ensure that our students are not only meeting, but exceeding the standards.

One of our primary goals is to provide the educational and social skills necessary to prepare students for leadership in their communities and success in their personal lives. We partner with different organizations such as Change for Kids and Partnership with children to help in the transformation of students' lives through tutoring, counseling, and arts education.

Two elements of the Framework for Great Schools in which our school has made the most progress over the past year are rigorous instruction and strong family-community ties. This year, in addition to the monthly school-wide events, parents were also invited to attend a series of workshops through the Brooklyn Landmark Parent University. Parents participated in workshops on the Common Core Learning Standards, Health and Nutrition, ELL Strategies, and more. These workshops were well attended and the feedback provided was favorable.

This year, because of a grant the SLT responded to, BLES were able to partner with Uncommon Schools for professional development. This has had a tremendous impact on the quality of instruction in every teacher's classroom. The ongoing support and resources provided in targeted areas such as Guided Reading, Questioning and Checks for Understanding have improved teacher practice and most importantly, increased student performance.

Brooklyn Landmark Elementary School fosters collaboration and integration of all constituencies to ensure that students meet their goals and are successful in school. For example rigorous instruction required dedicated planning time. Teachers at BLES receive a double prep one day a week in order to give them additional time to collaborate and review student work with the principal, instructional coach and grade team members.

Next, in order to improve student performance, monthly school-wide trips to cultural centers, museums, zoos, etc... are scheduled so that teachers can extend the learning beyond the school walls. Additionally BLES offers enrichment clubs such as Spanish, Yoga, Cooking and PowerPoint to every scholar once a week.

Although the students have made tremendous gains overall, some students are not at reading or math proficiency. We believe it is essential for our school to provide programs and supports now so that the number of underperforming students will decrease within the next few years. BLES also recognizes that in order to meet the diverse needs of the students and families we must provide ongoing services and assistance to the entire family.

23K599 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03	Total Enrollment	191	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	124.8%	% Attendance Rate		90.3%
% Free Lunch	91.2%	% Reduced Lunch		3.4%
% Limited English Proficient	4.7%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		75.7%
% Hispanic or Latino	20.9%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	1.4%	% Multi-Racial		N/A
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)		15.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		3.91
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.

As per our 2014-2015, Fountas and Pinnell data and interim reading assessments, we must increase the rigor of the reading tasks assigned to students to meet the demands of the Common Core Learning Standards. This will be addressed in the goal and action plan as it relates to students’ reading performance in Grades K-4.

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.

Improve reading performance of students across grades with a focus on vocabulary and comprehension; with a focus on students with disabilities and English Language Learners. MEASURABLE OBJECTIVES:

- By June 2016, 90% of students in Kindergarten through Grade 2, will perform at Level 2 or better on the F & P Benchmark Assessment; 85% of students will perform at Level 3 or better.
- By June 2016, 60% of Grade 3 students will demonstrate Reading Proficiency Level (Level 3) as per the NYS ELA Exam.
- By June 2016, Grade 4 students will demonstrate a 10% increase in Level 3+ on the NYS ELA Exam

QR Indicator(s) 1.2 and 2.2

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?
During the shared reading component of balanced literacy, teachers will ask Level 3 and 4 DOK comprehension questions and engage students in rigorous activities to increase comprehension.	All students in grades K-3	September 2015-June 2016	Administrators, Instructional Coach, Classroom Teachers
During Guided Reading, teachers will choose rigorous bottom lines that will increase students' ability to think deeply about texts .	All students in grades K-3	September 2015-June 2016	Classroom Teachers, Instructional Coach
During Independent Reading, students will read texts of various genres from a leveled Independent Reading Packet. They will respond to text-dependent questions as well as questions that require them to think beyond the text .	All students in grades K-3	September 2015-June 2016	Classroom teachers, AIS support staff
Ongoing Professional development for teachers/Teachers College/Uncommon Schools/On-site support	All teaching staff	September 2015-June 2016	Administrators

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.										
Grade Team members in collaboration with the Literacy Coach and model teachers will revise units of study in May-June 2015. -Incorporate additional time for the intervention teacher to meet with at risk students. -Schedule Instructional Coach, Cluster Teachers and ESL Teachers for Reading Push in Periods -Professional Learning Communities with a focus on Vocabulary instruction, reading comprehension and questioning during reading: Monthly -Monday PD Sessions for 8 week studies.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP	X	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
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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.

One mid-point benchmark that will indicate school progress toward meeting the specified goal is the January Fountas and Pinnell Assessment results for students in grades K-3. By February 2016 75% of students in K-3 will be at level 2 or higher. Additionally, all 3rd and 4th graders will take a Mock State Exam. This data will be used in collaboration with the One on One Mid-Year Goals review that each teacher will have with the Principal.

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 students, staff and families feel safe and supported as per our most recent QR, PPO visits and Learning Environment Survey. Overall 100% of our teachers scored Effective or Highly Effective in Advance on component 2D-Managing student behavior. School data collected from students during Scholar Leadership Group meetings indicate that students would like to develop better relationships with their peers. Additionally, we have observed that most behavioral incidences occur when students are in large group settings, such as the cafeteria or auditorium.

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, Relevant, and Time-bound.

To revise current systems and structures around behavioral expectations when students are outside of the classroom setting.

-By February we will see a 50% decrease in behavioral incidences outside of the classroom. By June 2016, we will see an 80% decrease in overall behavioral incidences with students who are outside of the classroom, in large group settings.

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 Supportive Environment 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?
Cafeteria Behavior System-classes move towards the finish line on a race track daily as they demonstrate appropriate behaviors in designated places	All students	September 2015-June 2016	Administrators, PTA and School Aides
Man Up! Inc. for targeted students who are not meeting behavioral expectations in large group settings.	Targeted at-risk students	September 2015-June 2016	Administrators, Man Up! Inc
Full-time social workers will provide at-risk small-group and individual counseling to students that have difficulty following school rules and demonstrating core values.	Targeted at-risk students	September 2015-June 2016	Administrators, Social Workers and other Support Staff
Scholar Study Team that creates and supports the implementation of Behavior Plans for our most challenging students.	Targeted at-risk students	September 2015-June 2016	Administrators, Classroom teachers, AIS teacher, 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.											
Student Resources for clubs, Social Worker Salary, Books for Character Development Lessons, Man Up! Funds for staffing, materials for the design of the racetrack system											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.

Safety Committee, School Leadership groups and SLT will review data and cafeteria progress reports during monthly meetings as permanent agenda item.

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.

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, Measurable, Achievable, Relevant, and Time-bound.

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>

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.

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

	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.

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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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<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>

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.

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

	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.

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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.

As per data from the 2014-2015 QA, PPO and Learning Environment Survey, our school effectively supports a partnership among **parents** and the community as a whole. We have done lots of work to increase parent engagement at school-wide events, however it is quite clear that we need to help our parents help their children. According to parent surveys administered throughout the school-year, parents would like the school to host more parent workshops aimed at teaching them what they need to know to be able to help their children .

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.

Increase the capacity of families to support students in preparing for career and college readiness by providing on-site opportunities for academic assistance and social emotional support.

MEASURABLE OBJECTIVE:

By June 2016, Brooklyn Landmark Elementary will conduct a minimum of five (5) workshops via our Parent University for families to increase their knowledge of the Citywide Instructional expectations and CCLS as they relate to students’ socio-emotional needs and improved student outcomes. This will be measured by parent meetings, sign in sheets from the beginning of the year to the end of the year. By February we will conduct 2 workshops to compare families understanding of CCLS and CIE.

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) 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>The parent coordinator will work with administrators, teachers, and other school staff to create a schedule of workshops/parent engagement activities across the school-year.</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administrator, Teachers, Other school staff</p>
<p>Extend the Saturday Parent Academy series of workshops to a minimum of 5 times a year and focus on topics that will help parents and their children with College and Career Readiness Skills</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Parent Academy Coordinator, Administrators</p>
<p>The PTA and Parent Coordinator will review parent feedback forms and surveys in order to do periodic needs assessments.</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>PTA, Parent Coordinator, Administrators</p>
<p>Create a regular system for informing families of the workshops (flyers, school messenger, texts, website, personal phone calls, etc.)</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>School Secretary, PTA, Parent Coordinator, Administrators</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>The Family Engagement Team including the parent coordinator, PTA, SLT and teachers will support the administration and implementation of the programs listed above.</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	X	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

<p>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.</p>
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Progress is monitored monthly during SLT meetings when we discuss our CEP goals and committee reports that support

each of the goals. Additionally, the family engagement committee will monitor the ongoing progress of this goal at selected meetings.

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 Benchmark Assessments, NYS ELA Exam results, Interim Assessments, End-of-Unit Exams	Guided Reading, Leveled Literacy Intervention, After School Program, iReady online literacy, Tutoring services	One on One , Small-group instruction	During the day and after school
Mathematics	Go Math! End-of-Unit Assessments, Interim Assessments, NYS Math Exams	Small group math instruction, After school program, Tutoring services	One-on-One, Small group instruction	During the day and after school
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff and or family referrals to guidance counselors and social workers based on home/classroom observations.	Social Skills Development	One-to-one and small groups	During the day and at lunch time

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.					
X	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.
To attract Highly Qualified teachers we ask our current teachers for referrals, post staff vacancies to our school website and forward them to colleagues who know our school mission and understand our school community. Much of our staff have come highly recommended by colleagues or they've been hired after rigorous recruitment efforts. We provide new teachers and new staff members with mentoring through a formal mentoring program and an in-house buddy teacher support system. Our staff members are assigned based on their instructional strengths, past performance and by being in alignment with our schools mission and vision.

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).
Our Professional Development committee is comprised of Administrators, the Instructional Coach, Model teachers and teacher leaders. After a thorough needs assessment, the team comprises a plan for professional development opportunities for staff based on CEP goals, individualized class goals and professional goals. This plan includes time for teachers to engage in inquiry work designed to improve teacher practice and increase the percentage of students meeting the Common Core Learning Standards. It also includes specific workshops for educational assistants.
The professional development opportunities provided by the borough support centers for Administrators, teachers and ed. assistants throughout the year will further help us to meet our goals. Additionally, our teachers will be attending Calendar Days at Teacher's College, Columbia University for targeted support in the teaching of writing. We will also continue to work with Uncommon Schools next year for professional development and support around Reading.

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.).

To help preschool children transition to elementary school we have lateral planning meetings with Pre-Kindergarten and Kindergarten teachers. In team meetings, teachers share about the academic expectations for Kindergarten, share instructional practices, pair up in teams for professional development meetings. We also host open house sessions for our current families entering Kindergarten.

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.

During weekly teacher team meetings, teachers are given an opportunity to review and provide feedback on multiple assessment measures. They are an integral part of the decision-making process regarding the use and selection of appropriate assessment measures. During these weekly meetings we discuss our current assessments and student outcomes and revise the assessments as appropriate. We use the May/June meetings to plan our assessment cycles for the upcoming school year .

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	176,369.00	x	5a, 5b, 5e

Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,428,806.00		

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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)

Brooklyn Landmark Elementary, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 23	Borough Brooklyn	School Number 599
School Name Brooklyn Landmark Elementary 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 Robin Williams-Davson	Assistant Principal Joyce Beckles Nights
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Beylis	School Counselor Ms. Moya Heyward
Teacher/Subject Area Gina Avila/Intervention	Parent Ms. Gibson
Teacher/Subject Area type here	Parent Coordinator Lydia Smith
Related-Service Provider type here	Borough Field Support Center Staff Member Olga DeFilippis
Superintendent Mauriciere De Govia	Other (Name and Title) type here

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	1
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 not currently teaching in the ENL program	1	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)	200	Total number of ELLs	9	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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

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
Dual Language														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	9	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
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
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

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		1	1	2	2									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1			1										0
Haitian				1										0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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	1	1										0
Emerging (Low Intermediate)				1	1									0
Transitioning (High Intermediate)					1									0
Expanding (Advanced)		1		2										0
Commanding (Proficient)														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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 Currently, P.S. 599 uses Fountas and Pinnell, Quick Writes, and performance based assessments. The results of this data indicate the need to focus on writing and reading comprehension. Classroom teachers, in conjunction with the ESL teacher and a Push In teacher during Literacy Block, use this data to create small groups and differentiate instruction that will meet the needs of our ELLs in their development of the conventions of the English language and metalinguistic skills. For our ELLs, we have noticed that though some may be fluent in their native language, when assessed while reading a book in English, they are mostly on beginning levels in English. Each teacher with ELLs partners up ELLs with a native speaker or someone who might speak their language. The ELLs are also part of their own guided reading group. If they are not on at least an A level in Fountas and Pinnell, then the student is supported with numerous pre reading activities to support the reader.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data indicates that the writing scores and reading comprehension were low across all of our ELLs. This is a school wide issue, as such it is a school wide concern still. Also, analysis of data patterns revealed that the strategies we are using are positively impacting our students' language development. Two ESL students out of 7 were tested out of the program this school year, 3 of them advanced their level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We are a school in good standing.
- 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?

All ENL Periodic Assessment results are carefully analyzed by leadership and teachers to determine how to strategically target instruction in the areas that the students demonstrate deficiencies. Teachers complete data analysis templates that identify the strengths and weaknesses of each individual. The students are then categorized as below, approaching, on or above and an instructional plan of action is devised to target the areas in which students demonstrate weakness.

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](#).]

Progress is monitored to ensure that instruction is modified to meet the specific needs of ELLs. Running records are used to assess ELLs. Instruction is then provided based on the student's level. We administer these running records 5x per year. We use this data to give intervention services depending on whether ELLs fall within Tier 1, 2, or 3.

Progress is monitored to ensure that instruction is modified to meet the specific needs of ELLs. Assessments are further used to monitor the effectiveness of supports and determine if the ELL is making expected gains. The data is also used to target specific needs for intervention. ELLs are placed in one classroom on each grade to keep them together. They are placed in a Bilingual licensed teacher's class or are placed in an ICT classroom where 2 teachers support ELLs and SWD.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Part of our lesson plan template's non-negotiables include a section indicating how instruction will be modified and differentiated to meet the needs of our ELLs. All teachers are provided the ELLs' English language proficiency levels in order to select the appropriate strategies during instruction. Measures taken to have ELLs second language development considered in instructional decisions include using native language support to make content comprehensible. Literacy-rich environments are stressed to provide our ELLs with a variety of Language experiences. Teachers scaffold academic language and complex content to encourage and support ELL comprehensible input and participation. A variety of print, visual, and digital resources are used to further develop English proficiency and provide native language support. The students' culture is taken into account and used as a tool to connect to the students' prior knowledge. All students have access to literature in their native language.

7. For dual language programs, answer the following:

- 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?

We don't have a dual language program in our school.

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

Our LAP team and Core Inquiry team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. Student performance and assessment results (from Preparing for the NYSESLAT Interim Assessments, READY Interim Assessments, school-wide common performance assessments and teacher made exams) are monitored to determine if students are progressing toward benchmark goals. If little to no progress is being made, a new plan of action is devised. The administrative team routinely analyzes ELLs' student data and the team has ongoing conversations with teachers and ESL providers. The teachers have weekly planning sessions, they meet with ESL instruction providers and also talk about student progress in all subject areas. They develop and implement instructional strategies that specifically address the needs of our ELLs.

Part IV: ELL Identification Process

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

1. 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.

PS 599 adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents are assisted by Ms. Beylis (licensed ESL Teacher) and are instructed in their native language by our designated bilingual staff or a telephone translator, to assist parents with completing the surveys. Trained pedagogues conduct an informal and formal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (NYSITELL). Ms. Beylis, ESL Teacher, is responsible for the initial screening, administering the HLIS, the NYSITELL, and the formal initial assessments. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Registrar, who is responsible for registering students) will determine if there is a basis for administering the NYSITELL or Spanish LAB assessment to them. If Spanish speaking students who were administered the English NYSITELL do not pass, they are then administered the Spanish LAB. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are

sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education. Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment NYSITELL to determine if they will be eligible for ELL services.

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).

In addition to administering the NYSITELL and home language assessments like Spanish LAB, we also have a designated bilingual staff member conduct a SIFE interview using the NYC DOE SIFE questionnaire form. From the results of the interview, testing, and then student work products that students complete, we determine whether students are SIFE.

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).

Students who are already in the DOE system and have IEPs have specific services, etc. that we adhere to providing. Ms. Beylis, licensed ESL teacher, and Ms. Laruso, school psychologist, and Ms. Cruz, bilingual Spanish speaking staff member, meet with the parents to discuss IEP and ESL services needed.

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.

Our ESL teacher distributes the letters to the parents. To ensure that parents receive their entitlement letters, she collects the signed copies of these letters. If parents do not return these forms, they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

Our school will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process would be completed within 10 school calendar days of receipt of written notice.

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.

In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Smith, also works with our ESL Teacher and Registrar to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DOE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's NYSITELL results. Parents may also request to observe and visit the participating classrooms to make their final program decision.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our Registrar and our ESL teacher work collaboratively to ensure that parents receive their entitlement letters as a part of the registration process and they work to ensure that the parents return their entitlement letters, Parent Surveys and Program Selection forms on the same day as registration (whenever possible). Outreach to the parents include in-school parent orientation sessions, phone calls, and translation services. If parents do not return forms then they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. However, we have not had this occur, as all of our forms are completed and returned as a part of our registration process. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the Parent Survey and Program Selection forms have not been completed and returned during the registration process we immediately conduct with parents and ask them to come and complete the form.

9. Describe how your school ensures that placement parent notification letters are distributed.
Our ESL teacher , Ms. Beylis, is responsible for distributing and collecting the letters signed by a specific deadline. These deadlines are tracked by the principal.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We keep HLIS in the student's cumulative folder. The ESL teacher keeps the signed copies of HILS and collect the signed copies of the letters.
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We collect and check the signed copies of continued entitlement and transitional support parent notification letters.
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).

After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. There was interest among our parents to have a transition bilingual ed program, but the number of Spanish Speaking students in our school limits our ability to provide this service. Our most recent parent choice request numbers were as follows: Bilingual Education (02), Transitional Bilingual Education (02), ESL Education (06). Normally, we give parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, our school only enables to offer a free-standing ESL push-in program. We do inform parents that they can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. The program models offered at our school are aligned with parent requests and school size.

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.
 - a. All ELL students on a grade are clustered by placing them in the same heterogenous class to the greatest extent possible, where the ESL teacher pushes in or pulls them out to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities who are also ELLs, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together or they are serviced via the pull out model. Our program is designed to make it easier to provide the mandated service hours to all eligible students and to ensure that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLs to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support them, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.
 - b. All of our classes are grouped heterogenously. Students in grades 3 and 4 receive science from content specialty teachers.
 - b. TBE program. *If applicable.*
N/A

c. DL program. *If applicable.*

N/A

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)?

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at an entering or an expending level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of entering and emerging students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning.

a. Explicit English as a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction alignment explicitly to the NYS standards in ESL, CCLS in ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations

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.

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

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

The Spanish LAB-R exam is given to students that score at or below cut scores on the NYSITELL. Spanish LAB-R results help in the determination of language dominance for planning in providing bilingual and ESL services. Additionally, if a student expresses a need and a desire to be tested in their native language on any exam other than an ELA exam, whenever possible, the exam is administered in their native language. Many of our programs offer this option and it is utilized when there is a need. Also, when there is a need or a student expresses the desire, translators are provided for state exams with the exception of the ELA exam. Our ELL students also have access to an array of books in their NL and English as a part of all classroom libraries.

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

Appropriate and reliable assessments are used to evaluate students in reading, writing, listening, and speaking throughout the year. NYSESLAT samplers, periodic assessments, and classroom informal assessments are used to monitor growth and develop next steps.

6. How do you differentiate instruction for 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

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as Imagine Learning, Wilson Reading, and Cornerstone Learning aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

a. We do not currently have any SIFE students. However, if we did have any, our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students would also practice English skills through the use of Imagine Learning English Technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL

students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

b. Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the same learning environment. We then assign another classmate, whenever possible, who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet CCLS standards. If possible, we would also like to have an afterschool program dedicated specifically to ELLS.

e. Former ELLs continue to receive instructional supports and academic intervention services until they no longer demonstrate a need that the services are required.

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.

We do not have students re-identified as ELL students in our school.

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?

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as Imagine Learning and Wilson Reading aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

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?

Every attempt is made to ensure that all of our students are educated in the least restrictive environment. Assessments are administered and progress is monitored to determine if current placements, instructional materials and plans of actions are successful in meeting the needs of the learners. If little to no progress is being made, the LAP team and SIT meet to discuss an alternative plan of action.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

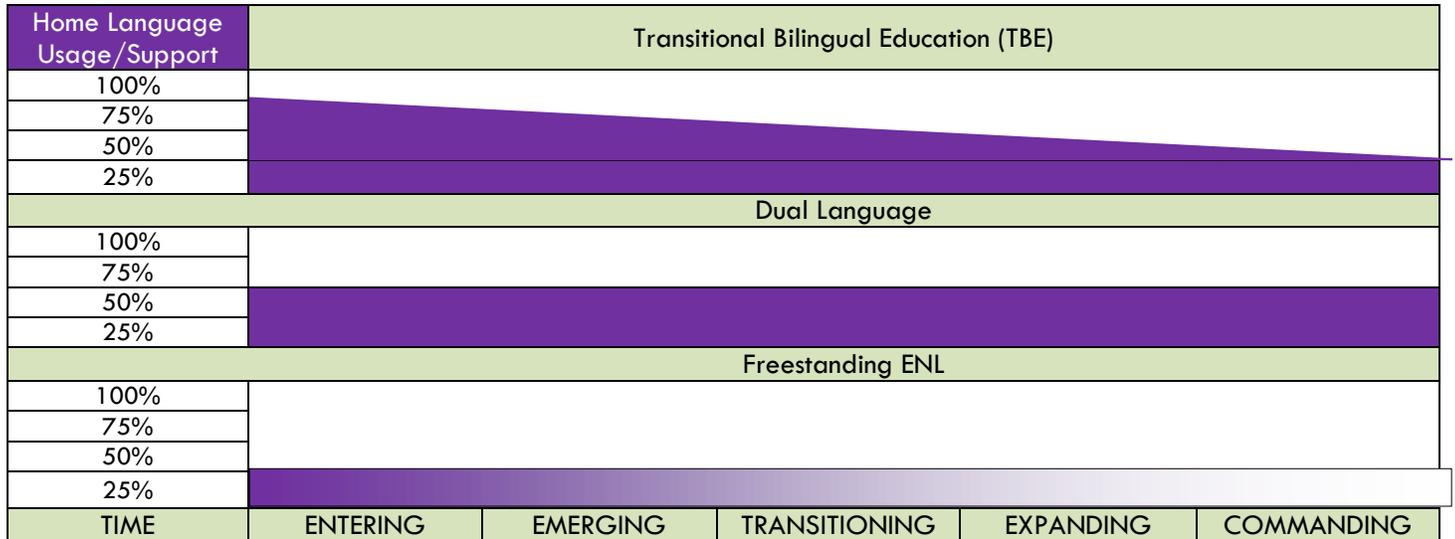


*Note “other approved services” does not apply to New York City at this time.

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.
All RTI services are offered in English. Through Leveled Literacy Intervention, ELLs will be in groups of about 4 students, 2x/week, for about 6 to 8 weeks to work on specific literacy skills. Based on their progress, or not, we will determine further intervention. We also have 50 minute blocks Tuesday-Thursday of extended day services, which is mandatory for all ELLs.
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 seems to be having a positive impact on the academic performance of our ELL students. These students in this subgroup showed continued progress on their ELA exam and other tests.
12. What new programs or improvements will be considered for the upcoming school year?
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, SMART Response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Also the professional development that our teachers will receive should aid in improving practices designed to meet the needs of these students. We are also considering after school programs and technology based programs such as Imagine Learning and World Book On-Line .
13. What programs/services for ELLs will be discontinued and why?
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students are afforded equal access to any and all programs offered at our school. These programs include all extra curricula activities, After School Academic Program, and Saturday Academy. Permission slips are distributed to all of our students at the same time. When needed, permission slips for all programs are translated in the native language that the parents speak and they are asked to send them back whether permission is granted or not. When ELLs participate in any program, the teachers and club facilitators are made aware of who the ELL students are and are encouraged to employ strategies learned at various workshops to allow ELLs full access to the programs. Teachers/facilitators are encouraged to seek the assistance of administrators if they have difficulty meeting the needs of these students.
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.

All teachers of ELLs are encouraged to have a cognates and or picture word-wall. Teachers use the ELL Language support and auditory small group lessons from the Go Math program.
All classrooms are equipped with Smartboards, laptops, desktops. They are creatively used in lessons to further develop and enhance Literacy and Math skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language support is provided through our multicultural lending library which includes books in Arabic and Spanish. Classroom teachers are provided translated glossaries from the DOE website.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ELLs range in age from 5 to 8. Developmentally, they need much picture support and multiple exposure and repetition. As ELLs, they also require social emotional support. They may be shy or reluctant to speak a language they do not know. Teachers can make language more accessible by partnering up ELLs with a buddy and providing books in their native language as well. Technology can also add to their understanding in ways spoken language is still not accessible to them yet.
The Common Core Learning Standards call for children of all ages to be able to speak and write about a topic. Children at these ages may feel more comfortable speaking to a partner than to an entire class. Intervention groups give ELLs a smaller group setting and strategies that they can try out there and then in their classrooms.
The ESL teacher does have books in the native languages represented in our school. Classrooms also have picture dictionaries to further support ELLs.
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).
New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. When applicable new students are paired with a language buddy in their class or someone who is relatively close in age.
19. What language electives are offered to ELLs?

English Only.

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.)
Meeting the needs of our ELL students and improving their academic performance remains a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided in our school, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. These workshops satisfy the 7.5 hours of ELL training (10 hours for special education teachers). Agendas and attendance sheets are maintained by the teachers and administrators.
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?
*Meeting and Supporting the Needs of ELL - October 2015
Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.
*Common Core and ELL Students - November 2015
Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that *Differentiated Instruction - November 2015
Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
When that time arrives, our guidance counselor, Sandra Villarson, and bilingual translator, Ms. Avila, work closely with ELLs and their families to ensure they are informed of middle school expectations and options and aide in their transition.
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.
Meeting the needs of our ELL students and improving their academic performance remains a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided in our school, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. These workshops satisfy the 7.5 hours of ELL training (10 hours for special education teachers). Agendas and attendance sheets are maintained by the teachers and administrators.

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?

New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students are also invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service. Our school partners with CITE to facilitate workshops for our ELL parents throughout the year. Our staff bilingual translator, Ms. Avila, is available at these sessions for translation purposes.

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.

All records of annual individual meetings with ELL parents are maintained by Ms. Beylis, ESL teacher. Additional parent outreach made to ELL parents are maintained in the teacher log records maintained by all teachers.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Participation of ELL parents in activities beyond parent-teacher conferences has been weak in past years. However, parents of ELL students will receive a questionnaire designed to determine their specific needs and interests and sessions on how they can better support their English learning students are already scheduled. We also have our very own PARENT UNIVERSITY one a month where all parents come to learn about different topics of interest to them, based on surveys. We have Back to School Barbecue, Parents as Learning Partner Fridays, Hispanic Heritage Month Celebration, Multi Cultural Feast, Character Day Parade, HE-ROE Day, Mother's Day Dinner, Father's Day Breakfast, Carnival/Dance Festival, Principal Chats, ...
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our partnerships meets the needs of the entire school community. We have currently been selected to be a Community Learning School. We also have a Family Engagement person now. Ms. Smith is currently partnered up with Brownsville Youth Association offering after school to all of our students. She is also working out ESL classes for parents.
5. How do you evaluate the needs of the parents? A parent survey will be disseminated to parents to collect this information.
6. How do your parental involvement activities address the needs of the parents? In the beginning of the school year we give all parents surveys and design activities based on the results.

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.

We are in our 3rd year of existence. We have only had one testing opportunity and had 1 ELL test. This year we have a few more students testing grades 3 and 4. 4th graders will also get to take the NYS Science exam.

Attached you will also find our Professional Development Calendar 2015-2016

Part VI: LAP Assurances

School Name: **Brooklyn Landmark**

School DBN: **23K599**

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)
Robin Williams-Davson	Principal		9/28/15
Joyce Knights	Assistant Principal		9/28/15
Lydia Smith	Parent Coordinator		9/28/15
Olga Beylis	ENL/Bilingual Teacher		9/28/15
Simone Gibson	Parent		9/28/15
Gina Avila	Teacher/Subject Area		9/28/15
	Teacher/Subject Area		9/1/01
	Coach		9/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: **23K599**

School Name: **Brooklyn Landmark Elementary School**
Superintendent: **M. De Govia**

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.learn DOE.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.

Brooklyn Landmark uses the Home Language Identification Survey (HLIS) Part III to initially assess which are the language preferences of the parent community for both written and oral communication. In addition, during initial parent meetings, the teachers also assess via interview if another language is preferred with regards to communication. The ESL teacher, Ms. Beylis also assesses this need as she begins to talk to parents about their choices in terms of instruction for their children. This year Brooklyn Landmark has also gained a Family Engagement Coordinator who has developed a survey that inquires which language each family prefers to communicate in both written and orally.

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.

So far we have identified parents' preferred languages to be English, Spanish, Arabic, Bengali, and Chinese (Mandarin).

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.)

Parent handbook, all PTA announcements, all events fliers, after school permission slips, trip permission slips...

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.

Brooklyn Landmark will continue to meet the 4 regulated DOE times with parents. We will also meet parents during Tuesday afternoons which has been designated by NYCDOE for parental communication.

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.

Brooklyn Landmark will meet these needs by using the Translation and Interpretation Unit, as previous years. We will also use in-house school staff.

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.

The school will use over-the-phone interpreters, other children in the school that understand both languages(English and the other language needed, staff members that speak the languages needed(we have Spanish, Bengali, and Arabic speaking staff currently), and we also use Google translator.

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.)

The ESL teacher will provide an informational and teachers have been made aware of translation services with DOE. They also know which staff members can be asked to interpret.

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

Brooklyn Landmark will place posters permanently by school entrance and on Parent Teacher Association board.

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)

Family Engagement coordinator and PTA will give out parent surveys to ensure that parents are aware of services.