



**COMMUNITY SCHOOL 134
GEORGE BRISTOW ELEMENTARY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (12/ BRONX/ C.S. 134, 12X134)

ADDRESS: 1330 BRISTOW STREET, BRONX, N.Y. 10459

TELEPHONE: (718) 328-3351

FAX: (718) 589-7581

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: C.S. 134X **SCHOOL NAME:** George Bristow Elementary School

SCHOOL ADDRESS: 1330 Bristow Street, Bronx, New York 10459

SCHOOL TELEPHONE: (718) 328-3351 **FAX:** (718) 589-7581

SCHOOL CONTACT PERSON: Kenneth Thomas **EMAIL ADDRESS:** kthomas@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Deslyn Clarke

PRINCIPAL: Kenneth Thomas

UFT CHAPTER LEADER: Vicky Figueroa

PARENTS' ASSOCIATION PRESIDENT: Luz Ramos

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Fordham PSO

NETWORK LEADER: Anita Batisti

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Kenneth Thomas	*Principal or Designee	
Vicky Figueroa	*UFT Chapter Chairperson or Designee	
Luz Ramos	*PA/PTA President or Designated Co-President	
Ivonne Toro	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Aurora Felicier	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sheila Simmons	Member/Parent	
Maria Martinez	Member/Parent	
Eddie Taveras	Member/Parent	
Erica Walton	Member/Parent	
Sarah Chitolie Collins	Member/Teacher	
Latreese Pace	Member/Teacher	
Karen Westney	Member/Teacher	
Deslyn Clarke	SLT Chairperson	
Elizabeth Montalvo	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

Core (mandatory) SLT members.

SECTION III: School Profile

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision:

We commit to educating a community of learners so that they are prepared to make positive contributions in a democratic multicultural society.

Mission:

Empower a community of learners that share the accountability to foster academic excellence through teaching and learning.

School Community

For the school year 2010-2011, C.S. 134 served 683 students. C.S. 134 is located in the Morrisania community in the Bronx. The school population comprises of 44% Black, 50% Hispanic and 6% other students. The student body includes 11% English language learners and 16% Special Education students. The community consists of a multicultural background which includes Puerto Rican, Dominican, Honduran, Mexican, African and Afro-American. English is the leading language, but Spanish has a very strong presence in this community. We also have children from Africa who speak various tribal dialects such as Afrikaan, Fulani and French to name a few. The student population is 98% eligible for the Free Lunch Program according to lunch forms collected. Our school presently serves 120 Special Education students and 549 General Education students.

C.S. 134 maintains a strong school-community relationship through community based organizations such as: **Boy Scouts of America, Bronx Neighborhood Music, Sports & Arts in Schools Foundation, the Bronx Ballet and Dance Studio, Move to Improve, Out to Play, Foodbank NYC, and the NYC Mayor's Initiative on Adult Education.** Supplemental academic programs such as **Wilson Reading, Achieve 3000, and the Reading Reform Foundation** are funded to support our school literacy program. Our school currently uses the C.S. 134 Community Garden and the Green Thumb Project to support science applications. We enjoy the support of the **NYPD, Community Planning Board #3, Learning Leader volunteers, and New York Cares** program who volunteer a significant amount of time and dedication to our children.

The students in our school enjoy extracurricular activities such as organized sports (Basketball), Lego Robotics and Chess in Schools.

We continue the tradition of providing a quality education to all children through the efforts of a dedicated staff. Our philosophy embraces high expectations, academic progress and socially acceptable behavior. We are no longer a school in need of improvement. **According to the 2009-10 School Accountability Status**, we are a school in good standing. 98% of our third grade students are promoted to the next grade level based on the promotional criteria set by the DOE standards.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	C.S. 134 – George Bristow Elementary School				
District:	12	DBN #:	12X134	School BEDS Code:	321200010134

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	62	54	53		89.8	91.1	90.88		
Kindergarten	88	100	100						
Grade 1	110	98	126	Student Stability: % of Enrollment					
Grade 2	103	103	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	103	82	99		90.9	87.1			
Grade 4	103	93	96						
Grade 5	92	79	105	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					94.3	96.1	96.4		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					11	57	28		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					8	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	44	34	45	Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	17	23	15	Superintendent Suspensions	2	0	0		
Number all others	31	46	45						

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	1	1	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	71	89	95	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	7	21	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	54	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	19	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.2	.6	.14	Percent more than two years teaching in this school	56	64.8	
Black or African American	46.1	44.4	45.59	Percent more than five years teaching anywhere	52	50	
Hispanic or Latino	53.4	54.5	53.36				
Asian or Native Hawaiian/Other Pacific Isl.	.2	.2	.29	Percent Masters Degree or higher	88	85	
White			.44	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.9	100	
Multi-racial			.14				
Male			50.67				
Female			49.32				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	X		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	sh	✓					
Limited English Proficient	X	✓					
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	5 of 6	6 of 6	4 of 1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	72.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	18.4	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	39.1	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

After a comprehensive analysis of student data including qualitative and quantitative student performance data, such as the Quality Review results (2008), Progress Report, Inquiry Team recommendations and surveys, we found the following strengths, accomplishments, and challenges:

Performance Trends

The current trend indicates that level 3 and 4 students are making academic gains. However, level 1 and 2 students are not showing any significant improvement. These four categories of students are performing at a steady rate in comparison to the city horizon. Our lower 1/3 students are not making significant gains. Grade 5 continues to perform below 40% in ELA and 50% in mathematics. We have developed specific goals to address the needs of each group of students (ELL's, special needs, and lowest performing general education students in both ELA and Math).

We have met our AYP targets for 2008 except for students with disabilities in mathematics. Teachers continue to track individual student progress by maintaining data binders. The binders include monitoring and tracking forms, assessments, running records, long and short term goals.

Greatest Accomplishments

In the past years, teacher turnover has been low. At the end of the 2009–2010 school year, only one staff member requested a transfer to a charter school.

We have an after school program, to address the academic needs of our lowest 1/3 student population and also a recreational program to accommodate the needs of the general student population.

We have an organized phonics program for all students in K-3. Each teacher is trained to use the program (Reading Reform). Consultant/coaches work with teachers throughout the year to help them plan and teach phonics lessons. An additional intervention program, Achieve 3000, has also been instituted to target our Special Needs and ELL population.

The school received a Proficient score on the Quality Review, highlighting the following:

- ✓ High levels of engagement in the classroom
- ✓ Teachers collaborating to share ideas; good practices to improve student learning
- ✓ School leadership

The staff continues to develop a deeper understanding of data and their own ability to identify students' strengths and weaknesses. These practices have enabled us to develop effective academic intervention and extended-day services. We have also hired additional staff to meet the needs of our ELL students and students with disabilities. The school has also purchased professional development for our ELL technology program entitled "Achieve 3000." This program is scientifically proven to improve reading comprehension and vocabulary among ELL students. Additionally, we have instituted a new writing program entitled "Scholastic Writing" based on school-based ELA assessments and standardized test results. This program contains standards-based units of study that provide rigor and uniformity in the area of writing.

The school continues to search for materials for ELL students, students with disabilities, and our students who perform at the lowest 1/3, that match the needs of all students in all proficiency levels, particularly in ELA. We are assessing the needs and looking to realign the curriculum block to best meet the needs of all students.

Aids and Barriers to Continuous Improvement

A significant aid to our quest for continuous school improvement can be attributed to the Inquiry Team. The Inquiry Team continues to target areas identified for focused instruction. Based on data results and Inquiry Team recommendations, a wider range of support in English Language Arts and mathematics is provided throughout the year to meet the needs of the targeted groups. A target population of grade 5 ELL students and learning disabled--was established. The team then identified the sub-skills, making inferences, drawing conclusions, and identifying main idea as a focus. In order to support these students, we have hired two full-time AIS teachers, three F-Status math and literacy teachers, one Reading First Response to Intervention specialist, and two ELL teachers to work with our at-risk population. These teachers are part of the Inquiry Team and work collaboratively to achieve the goals set by the team at the beginning of the year.

Attendance continues to be a barrier to continuous improvement due to the amount of foster care and highly transient population of students in temporary housing. Based on the 2009-2010 progress report, our attendance score, compared to our peer schools, was 93%.

Some other efforts being made to improve school attendance are as follows:

- Follow-up programs for absentee students
- Form 407 Tracking Systems
- Reporting of suspected educational neglect/abuse
- Programs and incentive to encourage attendance improvement
- School attendance committee
- Delineating the roles of staff in terms of their responsibilities towards school attendance improvement

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Goals	Description
<p>Goal 1: English Language Arts (K-5)- Students will make at least one year of progress in literacy as indicated on the NYSELA examinations, including all subgroups by June 2011.</p>	<p>Based on the results of the 2010 NYS ELA summative assessment, students demonstrated an increase (including all subgroups) in performance. Students will increase performance by 5% on NYSELA examinations by June 2011.</p>
<p>Goal 2: Mathematics (K-5) - Students will make at least one year of progress in mathematics as indicated on the NYS Mathematics examinations, including all subgroups.</p>	<p>By June 2011, students will demonstrate progress towards achieving standards as measured by a 5% increase in students scoring at Level 2 & 3 on the NYS Mathematics exam.</p>
<p>Goal 3: Parental Involvement- To foster a culture of excellence through increased parent involvement.</p>	<p>The number of parents who attend PTA meetings, volunteer, attend parent workshops and monthly activities will increase by 5% as measured by the attendance sheets and parent survey by March 2011.</p>
<p>Goal 4: English Language Learners – By June 2011, 10% of ELL students’ proficiency level will move from Advanced level to Proficient.</p>	<p>By June 2011, the percentage of ELL students mandated to take NYS ELA will increase proficiency on the ELA from 5% to 10% in Levels 2 & 3. ELL students taking the NYSESLAT will improve by one proficiency level.</p>
<p>Goal 5: Writing – By June 2011, students in grades K - 5 will have completed portfolios including monthly writing themes per grade. Each student will have nine exemplary pieces in their portfolio using task and grade specific rubrics.</p>	<p>Students demonstrate writing to be an area in need of improvement. Students will demonstrate significant Improvement in their writing skills evidenced in the essay portion of the NYS examinations. Based on the implementation of a rubric system, students will improve writing skills.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA: Grades K-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>English Language Arts (K-5)- Students will make at least one year of progress in literacy as indicated on the NYSELA examinations, including all subgroups by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011</p> <ol style="list-style-type: none"> 1. Within the context of guided reading, teachers will use the Fountas & Pinnell and WRAP results in developing the needed reading strategies and techniques to accelerate student mastery and the skills necessary to increase their ability to read higher level books. 2. Teachers will provide personalized instruction to all students through effective data analysis and identified needs to implement diverse differentiation practices based on the Teacher Data Report. 3. Provide Wilson Reading and Reading Reform support for targeted students in phonics, fluency, and comprehension. 4. Utilize small group instruction in grades 3 – 5 based on Predictor results through a reading intervention academy. 5. Use Achieve 3000 and AWARDS intervention program for grades 2-5. 6. Build on comprehension skills through Making Meaning and Rowland Reading programs. 7. Promote the development of Accountable Talk and thinking through “Junior Great Books” for our accelerated readers. 8. Increase the utilization of technology in the classroom.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>September 2010 – June 2011</p> <ol style="list-style-type: none"> 1. The Inquiry team will review with teachers their error analysis of running records and to ensure their alignment with appropriate strategies and their effective use for promoting student acceleration of progress. The Inquiry Team will also target aged out students who need extra support to reach grade and academic age appropriate levels. 2. The supervisory staff through regular observations and immediate feedback will support the development of teacher practice based on a professional continuum and the Teacher Data Report, to further develop teaching skills in the areas of engagement and differentiation. Reading Reform course and in-school support provided to teachers. 3. Reading Academy year long intervention program. On-going support by UFT Teacher Center. 4. On-going support provided to teacher utilizing Early Childhood program (SuperKids) and Grades 2-5 Achieve 3000 by Assistant Principal and AIS teachers. 5. Additional training sessions provided by Fordham Partnership. 6. UFT Teacher Center seminars.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. WRAP and benchmark assessments will be utilized to determine Fountas and Pinnell independent Reading levels. 2. This information will be recorded on the Student Progress Monitoring spreadsheet in 4-6 week cycles for analysis by supervisory and Inquiry Team members in order to provide necessary on-going support for students not making adequate progress.

Subject/Area (where relevant): Mathematics Goals for Grades K-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Mathematics (K-5) - Students will make at least one year of progress in mathematics as indicated on the NYS Mathematics examinations, including all subgroups.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011</p> <ol style="list-style-type: none"> 1. An AIS teacher will provide additional support to all holdover students and over-aged students (students targeted by the Inquiry Team). Instruction will be provided at a ratio of 8:1. 2. Math intervention program will be in place. <p>February 2011 – April 2011</p> <ol style="list-style-type: none"> 1. After school services will be provided by qualified mathematics teacher to all students in the lowest one third three days per week, one hour per day.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>September 2010 – June 2011</p> <ol style="list-style-type: none"> 1. Collaborative consultations occur between teachers and AIS staff during grade conferences to ensure appropriate groupings and customized supports are provided to students. 2. Supervisory staff provided professional development on the program and materials utilized during the after school program.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. The Everyday Mathematics program unit assessments will be administered 10 minutes during the school year in 4-6 week cycles. 2. Class monitoring documents will be updated at the end of each assessment (4-6 week cycles) and collected by administration to determine if adequate student progress is being made, and determine “next steps”.

Subject/Area (where relevant):

Writing – Goals and school wide measurable objectives

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, students in grades K-5 will have completed portfolios including monthly writing themes per grade. Each student will have nine exemplary pieces in their portfolio using grade and task specific rubrics.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By November, teachers will be trained in writing strategies and assessment. • Teachers will collect data based on writing samples using task specific rubrics. • Teachers will use data to set goals for each individual student. • Additional intervention will be provided by AIS staff for students who struggle with writing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Teachers will continue to be trained in the Writing Process. Training will also be conducted by a Teacher Center staff on Scholastic Writing Program. • Early childhood teachers (K-2) will receive ongoing training using writing components of Rowland Reading. • Teachers in grades 3-5 will continue to use Scholastic Writing Program and receive training by Teacher Center staff.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will maintain student writing folders with on-going writing work including drafts and published pieces; • Portfolio assessments will be recorded using the NYS ELA writing rubrics in September, January, and June; • During the school year, school wide writing assessment will be administered using grade level assessment objectives. • Teachers will use grade level rubrics and class recording sheets to target the needs of individual groups on a monthly basis.

Subject/Area (where relevant):

ELL Goals for Students in Grade K-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>English Language Learners – By June 2011, 10% of ELL students’ proficiency level will move from Advanced level to Proficient.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011 1. Push-in model for ELL students. ELL teachers will provide individualized instruction to improve writing and comprehension skills.</p> <p>October 2010 – May 2011 2. Additional instruction focusing on Reading, Writing, and test preparation skills conducted after school. 3. ACHIEVE 3000 – an intervention program designed to target skills and strategies in Reading, Writing, and Mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title III funds will be used for the following support for ELL students;</p> <ul style="list-style-type: none"> • Monolingual teachers will receive 10 hours of ELL strategies training. • Consultant to work with both ELL teachers and students on the use of Achieve 3000. • After school support (Early Childhood classes) • NYSESLAT exam preparation
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Bi-weekly writing assessments (based on 6+1 traits), students will show incremental progress throughout the year. • Weekly comprehension skills assessment in Reading. Students will achieve a minimum of 75% accuracy on weekly exams. • ELL interim assessments administered twice per year.

Subject/Area (where relevant):

Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Parental Involvement- To foster a culture of excellence through increased parent involvement</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parent notices, monthly newsletters, calendar of events, workshops and surveys. • Additional events sponsored by Parent Coordinator and Parent Association president. • Increase in the amount of Learning Leaders to volunteer in the school. • Incentives for parent participation such as cultural events and involvement in Foodbank, NYC Cookshop Adults program. • Adult Education classes for parents (Mayor’s Initiative)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • PTA fundraisers • Title 1 (1%) • NYC Mayor’s Initiative (grant) for Adult Education • Foodbank (Cookshop Classroom, Cookshop Adults)-(grant)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Sign-in sheets from school functions • PTA memberships • Increase in attendance for Adult Education program. • Increase in Parent Survey responses. • Increased involvement in School Leadership Team. • Cookshop Progress Report

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21		N/A	N/A	6	1		2
1	27		N/A	N/A	5	1	2	20
2	40		N/A	N/A	17	2	2	12
3	23	25	N/A	N/A	26	2	1	11
4	24	15	17		19	1	5	9
5	11				19			8
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: <ul style="list-style-type: none"> • Achieve 3000 • Wilson Reading Program • Awards 	These programs provide systematic and explicit instruction of students in Grades K-2 and 3-5 during the school day. Achieve 3000, provides small group and individualized instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary through technology. Wilson Reading provides small group instruction to struggling readers with decoding, fluency, and comprehension difficulties. Additional small group instruction is given by an AIS teacher in vocabulary development and comprehension skills in the afternoon.
Mathematics:	Small group and one to one tutoring is given to students during the school day. Students receive reinforcement using the Everyday Mathematics program and supplemental math materials (math manipulative materials, workbooks, flash cards) to scaffold learning. The AIS math instructor also works with specific students during the extended day program on math strands and strategies.
Science:	The Science instructor pushes into fourth grade classrooms to work specifically with small groups of students on the hands-on science activities. The activities are part of the supplemental materials included in the FOSS science kit.
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Services provided include: Conflict Resolution/Crisis Intervention (Life Space Crisis Intervention), family support services, Pupil Personnel Committee, referrals to Community Based Organizations (St. Barnabas), and classroom management support to teachers.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Provide on-going care and service to asthmatic, diabetic and mental health students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

LANGUAGE ALLOCATION POLICY 2010- 2011

(Please view attachment of LAP Submission Form)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 77 LEP 606 Non-LEP

Number of Teachers 2 Other Staff (Specify) 4

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

George Bristow Elementary School is a Pre-Kindergarten through Grade Five educational institution located in the South Bronx. Our total enrollment is 683 students, of which 77 English Language Learners (ELL) students who are entitled to ESL services. The cultural and linguistic background of these ELL students consists of Spanish, French and African Dialects. Presently, there are two ESL teachers who utilize the push-in/pull-out model for instruction. The push-in model is implemented in kindergarten, and grades 2-5. During the push-in classes, ESL teachers modify the instruction for our ESL students. The pull-out model is implemented in grade 1. These teachers also incorporate various strategies and methodologies indicative of second language acquisition. Students who are eligible for instruction receive instruction in proficiency levels that range from Beginning to Advanced. The program also supports growth in phonemic awareness, phonics, vocabulary, fluency and comprehension. Our ESL teachers are also trained in **Reading Reform** and **Wilson Foundations Program**, which are phonics-based programs that focus on reading fluency. Our teachers of ELL students are also trained in ACHIEVE 3000, an intervention program designed for ELL students. This program also prepares students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills. Students receiving ESL service is based upon the results of the Home Language Survey, interview, and LAB-R assessment. Parents are given the opportunity to select from three program models during a parent orientation. Additional intervention is offered to ELL students during the school day as part of daily instruction. Currently, we are implementing the Sheltered Instruction Observation Program (SIOP). This model is being used to increase engagement and comprehensible input in the classroom. Our intervention specialist uses AWARDS for newcomers who have been in the country 0-3 years. On-going assessment is conducted throughout the year. Some of these formative assessments include: ELL Interim Assessments, ECLAS-2, E-PAL, WRAP, and Fountas & Pinnell, as well as other teacher-made assessments.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff development at C.S. 134 provides opportunities to increase student performance and create learning models that support achievement for our ELL population. Staff development often includes an ESL component where the ESL teachers support the workshops presented by our literacy and math coaches. This support includes discussions about scaffolding of instruction, use of collaborative activities and math manipulative materials. Teachers continue to receive site-based professional development throughout the year during common preparation periods and on designated PD days. Workshops are provided by key staff members as well as outside contracted presenters. We will continue to address the following topics in support of our attempt to improve teaching and learning among ELL students.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on a needs assessment survey conducted to establish services that would be beneficial to our non-English speaking population. Members of the ELL team made the following recommendations:

- ***Most materials are scheduled for translation prior to meetings. More translation services are needed to facilitate communication with parents.***
- ***Data based on yearly accountability status which demonstrates an increase in different ethnic and cultural backgrounds. This includes recent immigrants and transfer students. These parents need support in understanding and interpreting policies and procedures.***
- ***Parents need more assistance in understanding effective instructional practices.***

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

During meetings with the Parent Coordinator, PTA and other forums, we have a need for information to be translated so that all participants understand and receive the same information. During parent/teacher conferences, we identified parents who were unable to understand information shared by the teachers regarding their child's academic performance due to language barriers.

There continues to be a tremendous increase in both Hispanic and African speaking parents. The need for translation among different dialects is paramount. Latinos and Africans continue to be among the dominant language groups. Although, French and Fulani are now in demand.

Part B: Strategies and Activities

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

Two school staff members are hired as Spanish and French translators to perform translation duties as per session work. Information will always be provided to the staff translators two weeks prior to publication. Translation of all documents considered vital for parental involvement (flyers, progress reports, forms, etc.)

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

Our PTA member provides oral translation during Parent Teacher conferences and events. Our school staff translators also provide translation during our parent orientation and school ceremonies. All written information is translated in available languages. We are able to provide the majority of translation services through in-house resources. We would like to use part of our funds to hire the assistance of a Fulani speaker for our African students.

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

All notices are strategically posted at the entrance of the school on the parent information bulletin board. The Parent Coordinator and PTA president play major roles in the circulation of information sent to our parents. Translation services are available for Parent-Teacher conferences, workshops, and other afternoon activities. A request for services for unavailable languages will be submitted to the Department of Education.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$745,423	\$109,418	\$854,841
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,454.23	\$1,094.18	\$8,548.41
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,271.15	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$74,542.30	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PARENT INVOLVEMENT POLICY 2010– 2011

Parents and families of students in C.S. 134 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, C.S. 134 will:

- a. Offer monthly parent training workshops/meetings related to:
 1. Eligibility criteria for entrance into various programs (e.g. ESL programs);
 2. Educational structure and terminology;
 3. Rules and regulations regarding budget expenditures;

4. Parenting skills;
 5. Monolingual and bilingual workshops in math, science and literacy.
- b. Encourage parents to network with each other and to communicate with district/school staff.
 - c. Send representatives to district level committees and and/or regional level committees, which will include parent leaders who are school-based committees, and the School Leadership Team.
 - d. Encourage parental involvement in our school by:
 1. Establishing a school level parent advisory committee;
 2. Conducting outreach activities and training parents, especially new parents and non-English speaking parents;
 3. Training teachers and other staff in strategies that enhance meaningful parent involvement;
 4. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals; & student goals.
 5. Encouraging and training parents as learning leaders to volunteer and assist in classrooms, in libraries and on trips;
 6. Distributing notices in languages spoken by the parents.
- Provide a parent room in which parents will feel welcome and can coordinate activities for parent involvement.
 - Provide resources for family outreach to assist and inform parents, and involve them in the school community.
 1. Monthly parent workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, E-CLAS 2, and student Code of Behavior.
 2. Parents will be notified through a monthly calendar, letters, flyers as to the date and time of meetings and workshops to address the implementation of instructional programs.
 3. Parents and C.S. 134 will share responsibility for student performance through Parent/Teacher conferences, school leadership meetings. PPC Family support and intervention conferences.
 4. Parental involvement will occur through attendance at annual fall Back-To-School Night to present and discuss curriculum expectations, assembly programs, and use of parent volunteers for the classroom and lunch programs. Pilot program for Parents as Reading Partners will be established.
 5. PA fundraising events to support student achievement.
 6. Meetings are scheduled at various times during and after the school day to accommodate parents.
 7. Responses to parent written comments will be done through phone contact or written communication to contact or written communication to contact appropriate supervisor.
 8. Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student as assessments and summer programs.
 9. School is equipped with ramp for parents with disabilities. Meetings will be held on first floor. Bilingual Family Associate will provide translation for non-English speaking parents.

Tuesday, September , 2010: Annual review read and introduced to the C.S. 134 parent population.

Thursday, October , 2010: officially distribute to parents in written form.

Cookshop for Adults Workshops:

- **January 20, 2011**
- **February 17, 2011**
- **March 17, 2011**
- **April 21, 2011**
- **May 19, 2011**
- **June 16, 2011**

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL-PARENT COMPACT

School Name: George F. Bristow Community School 134

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	<i>The Parent/Guardian Agrees</i>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> - parent-teacher conferences at least annually - frequent reports to parents on their children's progress - reasonable access to staff - opportunities to become a learning leader volunteer - observation of classroom activities. <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, and workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 20 to 30 minutes per day to kindergarten through 1st grade students; listen to grade 2 and 5 students read for 20-30 minutes per day.</p> <p>To monitor his/her child/children's</p> <ul style="list-style-type: none"> - attendance at school - homework - television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To participate in parent/Teacher Conferences</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Teacher

Signature of Parent/Guardian

Type/print name

Type/print name

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

TEMPLATE - MAY 2010

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Results of the 08-09 standardized test scores indicate a substantial amount of Title I funds should be targeted for programs which will improve students' performance in both mathematics and reading. Title I funds will be used specifically to address the needs of the lowest performing students.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

A portion of the funds will be used to retain F-Status teachers who will work with both selected classroom teachers and low performing students in mathematics and reading. In addition, appropriate instructional materials will be purchased for remedial classes.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Differentiated instruction is provided for low performing students in each content area before and after the routine instructional day. Students for these programs are selected based on their academic needs. Similarly, there is a program in place for students who are motivated and performing above grade level. These students are identified based on results of interim assessments, standardized test scores and teachers' recommendations. Teachers who are working with their students also use special instructional materials to challenge motivated students. All students who are being served either in an accelerated program or a remedial program are considered to be economically disadvantaged based on our free lunch application (98% school wide). A portion of the Title I funds is used to receive counseling services for non mandated general education students.

3. Instruction by highly qualified staff.

With the exception of one Special Education teacher who is in the process of becoming certified, all other staff members are considered highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Both administration and staff participate in ongoing professional development services which are designed to enhance students' performance. These year long professional developments are offered to administration and staff in each content area. The goal of the professional development is to get teachers to be more proficient in the delivery of appropriate instruction to students. Some teachers have made a two year commitment with Globe Enterprise Science Education.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Administration has a rigorous process in place to select highly qualified teachers. This includes but is not limited to interviews. Prospective teachers are required to conduct a series of demonstration lessons in a variety of content areas.

6. Strategies to increase parental involvement through means such as family literacy services.

The parent involvement portion of the Title I funds (1%) is used to improve parent involvement and provide a variety of venues to improve parent literacy. The PTA integrated family literacy with Art in order to improve the number of participants.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school currently has three full day pre-school classes and a full time family worker who works very closely with the parents and other community organizations to help students in this program achieve a smooth transition to the regular school schedule. The family worker and early childhood social worker also provides support to first time parents.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Each teacher participates in periodic assessments to measure the growth of students and design appropriate instructions to address student deficiencies. These assessments also provide teachers with valuable feedback about individual students' performance.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who are still experiencing academic difficulties are assigned to academic intervention. Teachers are trained to work with small groups of students during the instructional day. Teachers used programs such as Wilson Reading, Reading Reform, and Voyager, to assist struggling students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I funds are also used to supplement after school academic program, performing arts program, violence prevention program and music program for pre-school students.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 22 students residing in temporary housing. Temporary housing students are monitored through Pupil Accounting on the level. Communications via phone, email and fax is maintained with different temporary housing facilities. The temporary housing on-site liaison personally communicates with the Pupil Accounting secretary to monitor attendance and academic progress. Metro cards are given to students in temporary housing once documentation is presented.

2. Please describe the services you are planning to provide to the STH population.

The school attendance office closely monitors lateness and absences in an effort to give academic support to students in temporary housing. The school guidance counselor meets with parents of the students in temporary housing and offers all support that may be needed. The school counselor also monitors and evaluates any behavioral or academic changes that may affect students' academic progress.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 134 George F. Bristow					
District:	12	DBN:	12X134	School		321200010134

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	54		89.8	91.1	90.7
Kindergarten	117	103	127				
Grade 1	98	121	103	Student Stability - % of Enrollment:			
Grade 2	103	91	119	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	100	104	94		90.9	87.1	89.7
Grade 4	103	93	91				
Grade 5	91	106	93	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		94.3	97.7	96.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	57	56
Grade 12	0	0	0				
Ungraded	0	2	0	Recent Immigrants - Total Number:			
Total	666	674	681	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	42	45	Principal Suspensions	0	10	14
# in Collaborative Team Teaching (CTT) Classes	23	18	20	Superintendent Suspensions	2	2	1
Number all others	46	43	50				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	50	54	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	10
# receiving ESL services only	89	88	TBD				
# ELLs with IEPs	7	25	TBD	Number of Educational Paraprofessionals	3	3	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	56.0	64.8	80.0
				% more than 5 years teaching anywhere	52.0	50.0	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	85.0	96.4
American Indian or Alaska Native	0.6	0.0	0.1	% core classes taught by "highly qualified" teachers	94.9	100.0	92.4
Black or African American	44.4	45.1	44.2				
Hispanic or Latino	54.5	54.0	50.8				
Asian or Native Hawaiian/Other Pacific	0.2	0.3	0.1				
White	0.2	0.4	4.3				
Male	50.9	51.6	51.8				
Female	49.1	48.4	48.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White						
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	43.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	5.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Fordham PSO	District 12	School Number 134	School Name George Bristow
Principal Kenneth Thomas		Assistant Principal Marie B. Almonor	
Coach Leyda Cintron		Coach type here	
Teacher/Subject Area Arquimedes Mota, ESL Teacher		Guidance Counselor Mary Anderson	
Teacher/Subject Area Ivonne Toro		Parent Luz Ramos	
Teacher/Subject Area Maria Claudio, ESL Teacher		Parent Coordinator Rebecca Davis	
Related Service Provider		Other	
Network Leader Marge Struk		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	683	Total Number of ELLs	77	ELLs as Share of Total Student Population (%)	11.27%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Initial HLIS Identification:

Parents are asked to complete a Home Language Survey (HLIS) upon registration. Secretaries and other members of our ELL team, assist with the enrollment process including the completion of the HLIS. Informal interviews are conducted when the need arises. Students who are registered with an OTELE code other than NO are invited in for LAB-R administration within 10 days or before school opens (if at the beginning of school year). This allow us to place students in the appropriate educational setting on the first day of school.

Parent Choice:

Orientations are generally given once monthly thereby allowing parents and caregivers multiple opportunities to attend. During the orientation, the three program choices, parental options, and the parent assurance survey are explained in detail. The process begins upon registration. Preliminary screening and interviews are conducted by the ESL teachers and ELL team members at the time of registration. The orientation informs parents of all options available to them and is usually conducted after the LAB-R is given to student. According to recent parent surveys and the influx of African students at C.S. 134, parental choice tends to favor the Free-Standing ESL program. The current ELL programs are designed to meet the needs of both students whose language may be Spanish and also students who speak other dialects not available through the Department of Education. The few parents who opt for Bilingual Education are given a list of nearby schools which offer such programs.

Entitlement Letters:

There is continuous outreach effort made by classroom teachers and ELL team members to ensure the return of entitlement letters, parent surveys, and program selection forms. If parents have further questions about the questionnaire, they are invited to come in and speak to one of the ELL team members for further assistance.

The placement of students in monolingual classes are carefully selected and monitored by school leaders. Placement recommendations are based on the results of the LAB-R and Spanish LAB (if applicable). The recommendation is then discussed with the parent and a decision is made. Most parents are satisfied with the programs offered at the school. The trend show that the majority of African and Early Childhood parents of ELLs prefer to have their child in a Freestanding ESL program. One reason for this is that there are no Bilingual programs available for African students and parents prefer their children to remain in a monolingual setting with ESL instruction.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 299

Asian: 1

Hispanic/Latino: 342

Native American: 1

White (Non-Hispanic/Latino): 32

Other: 3

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	10	7	9	10	9								57

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1								1
French	2	1	3	0										6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	4	2		2							0	13
TOTAL	16	14	14	11	10	12	0	77						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The organizational model implemented is both push-in and pull-out. In order to make the push-in model more effective, most of the students are placed in specific classes per grade. Students in Grades K through 1 are mostly pulled-out for ESL instruction. Groups are created by grade and differentiated by proficiency levels as per the NYSESLAT, using the Balanced literacy model. Our ESL program serves students in grades K-5. The program primarily serves ELL students in monolingual classes where English is the only language of instruction. Students who fall between the beginner and Intermediate level of proficiency receive 360 minutes of ESL instruction weekly while advanced students receive 180 minutes. In this program, students are grouped homogeneously. Students also follow a block model in which they move together as a group.

2. There are 2 certified ESL teachers who service grades K-5. Each teacher develops groups lists of students grouped homogeneously by

proficiency level. The teachers also develop a daily schedule while ensuring that the number of minutes of ESL instruction are consistent and follow mandated timelines. There are 29 students who are at the beginning level of proficiency. These students receive 360 minutes of instruction. The units are divided into both the push-in and pull-out model. The 29 intermediate level students also receive 360 minutes of instruction only through the push-in program. The 20 advanced level students receive 180 minutes using the push-in model.

3. Within the Freestanding ESL program, content areas such as Science, Mathematics, and Social Studies are taught in English. Materials such as textbooks and leveled libraries are purchased in English. Teachers use a variety of instructional approaches such as the workshop model, cooperative learning, and thematic units of study to enhance learning. In order to make content comprehensible for our ELLs, teachers build on prior experiences and scaffold learning for support of second language acquisition. Teachers use TPR, semantic webs, picture/vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small groups. In this program, teachers integrate listening, speaking, reading, and writing throughout the content areas.

4a. Currently, there are no SIFE students.

4b. Our newcomers are transitioned using a balanced literacy approach to reading English within their first year. This is to prepare them for the state examinations for the following school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking listening, reading, writing). In order to build language, newcomers will be provided with instruction using Into English, Imagine Learning, and AWARDS programs. These programs allow students to engage in oral language activities and explore reading and writing skills, grammar usage, and other Basic Interpersonal Communication Skills (BICS) related learning. Newcomers are given additional small group instruction during the extended day program. Additionally, there is an after school academy conducted twice a week to support Beginning level ELL students. This program provides three hours of additional weekly, intensive learning for beginning and intermediate level ELL students.

4c & d. Students receiving service from four to six years are strategically placed into monolingual classes with teachers who are trained in ELL strategies. Long term ELL students are also placed in these strategically designed classes. The ESL teacher collaborates with the monolingual teachers in order to support these students academically. The ESL teacher focuses her lessons on ELA and NYSESLAT, particularly in the areas of reading and writing.

4e. ELL students with special needs are given instruction along with other ELL students with the same proficiency levels. These groups are instructed only by proficiency level thereby allowing for smaller group instruction. Special Needs students are also pulled out for additional instruction.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	

25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here

- The following interventions are used for targeted ELL students (all groups and levels) : ACHIEVE 3000 - Intervention which requires the use of technology which allows students to work independently at their own pace. This program is designed to support students on specific skills and is targeted only for ELL and Special Needs students; AWARDS- this intervention program is designed for Early Childhood ELL students who in addition to language skills work on phonics and fluency. This program is also supported through the use of technology. Students are given laptops to work with along with the guidance of the teacher.
FOUNDATIONS- used with Kindergarten students and focuses on phonemic awareness, phonics, and fluency.
- Students who are proficient based on performance on NYSESLAT continue to be a part of the monolingual classes with experienced teachers of ELLs. Modifications and support by ELL teachers continue for two years.
- ACHIEVE 3000, is a new program for our ELL students which is in its inception this year. It is carefully monitored by the Literacy Coach

and ELL teachers, so that data can be analyzed on its effectiveness with students. Because it is a technology based program, students also have the opportunity to access activities online at home. Teachers are also able to monitor the activities students complete online at home. At the end of the year, this program will be compared to the other technology based program, IMAGINE LEARNING.

8. INTO ENGLISH has been limited for use only with our long-term ELL students who still need intensive support in reading and writing.
9. All ELL students are placed in monolingual settings. Therefore, they participate in all programs afforded to monolingual students. The after-school academy is specifically designed for ELL students, but all other programs (AIS, Inquiry-based projects, schoolwide extracurricular activities and sports) include all ELL students.
10. Some of the materials used for Newcomers, Long-term ELLs, ELL students with special needs, and Intermediate/Advanced ELLs include: AWARDS, Imagine Learning, Into English, Reading Reform (Phonics), Wilson Reading, Foundations, and ACHIEVE 3000.
11. Students are strategically placed in classes where the teacher speaks Spanish (since the majority of the ELL population continues to be from a Spanish-speaking background).
12. Currently, there is a Bilingual Social Worker, Speech Therapist, and Guidance Counselor available for our students who speak Spanish and require services.
13. An orientation is given to students who are newly arrived. The ELL teachers, classroom teachers, Guidance Counselor and Parent Coordinator, take part in this orientation which is usually given in collaboration with a parent orientation given in September.
14. Since C.S. 134 is an elementary school, there are no second language courses offered. However, there are staff members who speak a second language who assist ELL students (who speak the specific language) when needed.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Ongoing professional development plans include training for teachers in ESL strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. Training in ESL is also provided by specialized personnel. Study groups in second language acquisition have been developed to keep monolingual and special education teachers informed on issues related to ELL students. Study groups are an ongoing yearly part of professional development.

A consultant who specializes in ESL strategies assist teachers with approaches and techniques to implement in the classroom. The Fordham PSO has also provided several ESL, Second Language Acquisition, and other workshop opportunities for teachers of ELL students and monolingual teachers.

In order to support ELL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principals, and Parent Association, provide various support systems for parents and students. Intervisitations with neighboring schools are encouraged and assist parents in making informed decisions. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Monthly workshops are available for parents. These workshops are conducted both by ESL faculty and other contracted personnel. In addition, the Parent Coordinator along with the ESL teacher provides workshops geared specifically for parents of ELL students. There are ten workshops given throughout the year. These workshops are based on the needs expressed in a needs survey conducted at the end of the school year by the Parent Coordinator. The results of the survey and viewed with the School Leadership Team. These responses inform the team on what is needed for the following school year.

Some of the workshops requested and conducted for parents include:

Learning about state assessments

International Day

St. Barnabas Information Forum

Technology

Cookshop Adults

Parents as Partners

Our goal is to involve parents of ELL students as part of the school community.

Sports & Arts in Schools, is a CBO that conducts an after-school recreational program for students. ELL students participate in the program and parents are invited on several occasions throughout the year to participate in trips, celebrations, and other events funded by Sports & Arts.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	9	3	3										29
Intermediate(I)		2	7	7	8	4								28
Advanced (A)		3	3	4	3	7								20
Total	14	14	13	14	11	11	0	0	0	0	0	0	0	77

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		5	1	0									
	I			1	3	1	1							
	A		1	7	6	6	5							
	P		1	1	5	4	5							
READING/ WRITING	B		5		5	1								
	I		1	5	3	7	6							
	A		1	3	6	3	4							

	P			2			1						
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	7	2			9
5	4	5			9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	3		5		1				9
5	3		5		2				10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		6				11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Paste response to questions 1-6 here

Students are assessed using ECLAS-2 and Fountas & Pinnell. ELL students who have been assessed using these assessments demonstrate a deficiency in vocabulary, comprehension, and are struggling with suffixes, prefixes, plural endings, and fluency. Children with specific deficiencies are grouped together and are taught according to their area of need. Classroom teachers meet with ESL teachers to plan on a weekly basis. The data patterns show that for the past three years students are testing out of ESL in grades Kindergarten and Fifth grade. There is an influx of African students who speak various dialects who are identified as ELL students. As a result, the need to expand the ESL program as opposed to bilingual programs, has increased. The majority of our students are proficient in Speaking/Listening based on NYSESLAT scores. The trend shows that most students are below proficiency in Reading/Writing. ELL students who took the ELA compared to monolingual students perform adequately with most students at level 2 or higher.

The ELL periodic assessment informs teachers where intervention is needed. Usually, ELL students perform below proficiency when tested in the Fall but improve on the periodic assessment by Spring, prior to the NYSESLAT. Between the Fall and Spring administration of the ELL periodic assessment, the Assistant Principal schedules several workshops for teachers of ELLs on ESL strategies. Teachers receive support in the classroom and are monitored to ensure the use of these strategies are taught and learned by students. Students using our intervention programs are assessed every month on specific skills. The use of technology has really enhanced student achievement. It is still too early to determine the success of the ACHIEVE 3000 program and its correlation to student achievement.

The push-in program has been the most successful program demonstrating the bulk of Kindergarten, fourth, and Fifth graders scoring above level 2 on the NYSELA and NYS Mathematics examinations. Most of these students also test Proficient on the NYSESLAT.

The pull-out program works well with our Special Needs students and continues to be the best approach for these group of students.

The after school program in Early Childhood is in its second year with more than 5% of those students testing Proficient on the NYSESLAT.

This year, we will continue to conduct the after school program, adding Grade 3 to the program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		

	Other		
	Other		