



**BRONX LITTLE SCHOOL (12X691)
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 12X691 BRONX LITTLE SCHOOL
ADDRESS: 1827 ARCHER STREET, BRONX, NY 10460
TELEPHONE: 718 792-2650
FAX: 718 792-4149**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X691 **SCHOOL NAME:** Bronx Little School

ADDRESS: 1827 Archer Street, Bronx, NY 10460

SCHOOL TELEPHONE: (718) 792-2650 **FAX:** (718) 792-4149

SCHOOL CONTACT PERSON: Janice Gordon **EMAIL ADDRESS:** Jgordon7@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Loretta Kleinberg

PRINCIPAL: Janice Gordon

UFT CHAPTER LEADER: Beverly Dichter Jacobs (designee)

PARENTS' ASSOCIATION PRESIDENT: Ana Avilez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** #34

NETWORK LEADER: Ben Waxman

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
Janice Gordon	*Principal or Designee	
Robert Flanagan	*UFT Chapter Leader	
Anna Avilez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Loretta Kleinberg	Member/UFT	
Susan McKenna	MemberUFT	
	CBO Representative, if applicable	
Esther Berkson	Member/UFT	
AnneMarie Vargas	Member/UFT	
Jenny Colon	Member/Parent	
Charles Berenguer	Member/Parent	
Lisa Martinez	Member/Parent	
Mohammed Alam	Member/Parent	
Karla Simmons	Member/Parent	

(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.

Since its inception, Bronx Little School's community has advocated for small school size and small class size. We believe that our students' success is, in part, attributable to the fact that each child is known by all staff members, that all children know one another, and that our staff and parents value collaboration. We pride ourselves on our strong sense of community and commitment to a common goal—student achievement, academic and social.

For its first nine years, our school was part of the Monroe Campus, sharing space with four small high schools. Our location on a high school campus presented many challenges (sharing limited space, security concerns, etc.), but we also reaped the benefits of inclusion in programs involving high school students that provided good role models for our youngsters. In the summer of 2008, we relocated to our current location and share space with C.S. 102. Our relocation has allowed us to increase our student population (gradually). We now have more than one class on a grade in kindergarten and first grade and count special education children among our student population. With the exception of one new teacher, all of our teachers are fully licensed and highly qualified. Our new teacher is supported in his first year of teaching by an experienced colleague/mentor.

We are firmly committed to providing students rich and varied learning experiences that integrate content area learning with the arts and technology. All children learn to appreciate and create visual arts in our dedicated art studio with a licensed art teacher who plans instruction and activities that reflect the learning standards defined in Blue Print for the Arts. Through the collaboration of classroom teachers and our art teacher, students see clear connections between the visual arts and literacy, math, social studies, and science. Our partnerships with the 92nd street Y (Musical Introduction Series), the New York Philharmonic (School Partnership Program), Education in Dance, ArtsConnection, and the Metropolitan Opera Guild support our vision of learning through all the arts—visual arts and performance arts. Our mobile (laptop) technology lab, and our new electronic white boards give every child, from Pre-K through Grade 5, opportunities to use technology as a tool for learning. Our goal is for students to understand that technology, like books and pencils and paper, offers a path to knowledge requiring active learning behaviors that encourage critical and creative thinking.

In our effort to continue and build upon the strong sense of community, in 2008 we began an initiative called "Positive Behavior Interventions and Supports (PBIS)." PBIS is a proactive approach to student discipline with an emphasis on explicit teaching of expected behaviors; it allows our entire staff to engage in a school-wide initiative for positive behavior and self-esteem by providing a blueprint for successful behavior patterns. Our PBIS committee (composed of administrator, teachers, school aides, and parents) meets regularly to identify specific behaviors on which we need to focus our attention and plan methods and consistent language for modeling desired behaviors. Through teaching and modeling of expected behaviors that will support teaching and learning, our goal is to minimize the need to discipline students for unacceptable behavior. Our "4 Bees"—Be Responsible, Be Respectful, Be Safe, and Be Healthy are clearly articulated to all children through explicit teaching

and daily positive reinforcement (“BLS Bucks” awarded for positive behaviors can be used to purchase small items from our PBIS store at the end of each month.). PBIS is clearly communicated to all parents in our staff handbook, at assemblies, and at parent workshops.

The idea of adding “Be Healthy” to our PBIS initiative was conceived by our School Wellness Team. Our Wellness Team is made up of building staff, parents and an intern from the NYC Dept. of Health. The role of our School Wellness Team, a new Department of Education mandate for all schools, (as described in our parent handbook) is to develop ways to improve the physical wellbeing of our students by teaching them about the importance of healthy habits. We are continually seeking ways to increase physical activity, encourage the eating of nutritious foods, and promote practices that ensure good hygiene. Our School Wellness Policy, developed by the team, is included in our parent handbook and put into practice every day. Refreshments served at school meetings, classroom celebrations and events follow guidelines outlined in our wellness policy.

We have always considered our small size one of our greatest assets because it enables us to function as tight-knit community. And, although our student population has more than doubled over the past five years, our relatively small size still poses many challenges for staff, students and parents. Almost every staff member serves on multiple committees. Each of us performs many roles, requiring us to continually acquire new knowledge and learn new skills. Our willingness to do so in a true spirit of collaboration is what makes our school special. Every day, we provide a model for learning and living that we want our students to emulate.

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(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				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
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							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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?
-

For three years consecutively, our school had earned an "A" on our Progress Report and each year had shown significant increases in the percentage of children scoring level 3 and 4 on New York State Standardized Tests. In 2010, however, our Progress report grade dropped to a C. Our students' performance levels in grades 3, 4 and 5 were similar to performance levels in 2007 with approximately 50% of our students performing at level 2. After careful reflection, we determined that the drop in student performance can be attributed to two factors, a significant and sudden change in student population and a subsequent change in the scale score ranges used to define performance levels on the New York State standardized exams in spring 2010. When Bronx Little School moved in 2008 to its new location (at CS 102), approximately 65% of our students moved with us and remained on our registers; the approximately 35% that did not, were replaced with newly admitted students at every grade level. Included among our new students were students whose parents were seeking a new school setting because their children had not been experiencing success where they had been. Our challenge was to provide supports for these students performing below grade-level standards in order for them to meet learning standards as measured by performance on standardized tests. The increased rigor required to meet those standards as reflected in the new scale score ranges, compounded the difficulty of meeting this challenge.

The strategic shift upward in scale score ranges by the State Education Department indicates a parallel shift to higher expectations for student performance which, in turn, points to the need for a change in instructional practices to help children meet those expectations. As educators and professionals, we know that our practices must change to meet the needs of our students, and that the first step is always to identify students needs by looking at data.

Item analysis of our students' answers on the NYS Standardized ELA Exams shows clear patterns. Students continue to have the greatest difficulty correctly evaluating texts to identify central ideas and making inferences. Students have also shown a lack of knowledge of idiomatic expressions. On the NYS Mathematics Exams item analysis, geometry and measurement tasks and selection of appropriate operations for problem solving proved most challenging for our students. Teaching and learning also needs to focus on helping students to clearly explain their thought processes, required on extended response questions.

The patterns we noted in English Language Arts performance indicate the continued need for more time on task teaching and learning comprehension strategies that support inference and evaluation,

and the need for students to spend more time reading independently with opportunities to talk and write about the texts they read. Inference and evaluation are higher order thinking skills that are developed through effective questioning and exposure to a wide range of ideas and viewpoints. Explicit teaching of idiomatic expressions in all grades is also needed. Patterns in Mathematics performance point to the need for spending more time on task using manipulatives and measurement tools. Both geometry and measurement are strongly visual concepts which can be very effectively illustrated using technology. We must revisit our math pacing calendars to ensure that students have sufficient time and sufficient differentiation of instruction to build strong number sense in our early childhood grades. That foundation is essential for selecting appropriate operations when solving problems. We need to seek software and/or websites that can help our students to better visualize the concepts they fail to understand well. We need to look closely at instruction on all grade levels to develop a continuum of learning with practices that support higher order thinking skills beginning with our youngest students.

Last year, the work of our professional learning community studies the effects of additional time spent reading independently on students' independent reading levels. In all grades but grade five, percentages of students reading at end-of-year benchmarks in June were greater than the previous year. This year we are building on last year's work by developing teacher practice in conferring during daily independent reading to study the relationship between the level of teacher expertise in conferring and student reading progress as measured by independent reading levels (Fountas Pinnell). Teacher teams are participating in study groups to expand and develop their conferring skills. They are also designing conference observation sheets to use for formative assessment and for planning.

In addition, our teacher teams are realigning curriculum to meet the new Common Core State Standards by collaboratively looking at data to make instructional decisions. Data (standardized tests, periodic assessments, teacher observations, and student work) have indicated that our students require more active learning opportunities to build their knowledge of problem-solving strategies and critical thinking skills. Curricular revisions will address these needs. Professional development will focus on effective questioning during instruction and conferring (Bloom's Taxonomy) to encourage students to work through the process of solving challenging problems and to promote a school culture in which students and teachers value the investigative process as much as, or more so than, the correct answer to a problem.

Another need (identified in our Quality Review) we are addressing is meeting the needs of diverse learning. There is evidence of differentiated instruction, but it is not consistent across all classrooms. We will use Gardiner's theory of multiple intelligences to determine how students learn best and to support teachers in developing tasks aligned to student learning styles and needs.

Our English Language Learners' academic progress is measured by their progression through proficiency levels as indicated by their performance on the NYSESLAT administered each spring, and for those 3rd-, 4th-, and 5th-grade ELLs who have been provided ESL services for at least one year, by their performance on New York State Standardized Assessments ELA, Mathematics, Science, and Social Studies). ELL periodic assessments, teacher-made assessments and class work are also measures of progress. The overwhelming majority of our English Language Learners advance one proficiency level each year, going from beginning level to intermediate level to advanced level. Of 29 students who were administered the NYSESLAT last year, ten children reached proficiency. Two of those ten children reached proficiency after only one year of ESL services, and six students reached proficiency after two years of services. All but one student showed progress as measured by the NYSESLAT from 2009 to 2010. Because our English Language Learners spend most of their instructional day with their classroom teachers, we recognize the need to support classroom teachers in developing best practices for their ELLs. Teachers will use *Teaching Strategies for English Language Learners, a multimedia resource*, (Teachers Network) to build knowledge of best practices for English Language Learners. The new Common Core State Standards require students to do more

reading and writing of nonfiction texts, so we are purchasing additional nonfiction books at many levels, not only for the benefit our English Language Learners, but for all students.

Our population of children with special needs has grown from one self-contained kindergarten in 2008 to three self-contained classes, one kindergarten, one first grade and one second grade. We are part of the Special Education Phase 1 Initiative designed to support schools in developing individual education plans that are genuinely individual. Our goal is to provide our students with special needs with opportunities to learn alongside their general education peers whenever appropriate. Our Response to Intervention Team reviews each child's formative assessments and teacher anecdotal records to determine if the child is making progress, both academically and socially/emotionally, through implementation of his or her current plan.

Sharing space with another school presents challenges to providing our children with opportunities for physical activity. Approximately 1,200 students are served by one gymnasium. We continually seek ways to provide physical education despite the lack of available facilities. In addition to lack of sufficient facilities, this year we no longer share a physical education teacher with C.S. 102, and finding another school that would like to share the services of a gym teacher is difficult. We only have use of the gymnasium for 10 periods per week. Last year, we formed a School Wellness Team to develop ways to improve the physical wellbeing of our students by teaching them about the importance of healthy habits. We developed a School Wellness Policy that we include in our Parent Handbook; the policy establishes guidelines for staff, parents, and students for maintaining good health. Our fourth- and fifth-grade students participated in the Mightily Milers program. Our Early Childhood teachers participated in *Move to Improve* (formerly SPARK) training designed to help teachers provide physical activities within their classroom or in limited space. Last December, we held our first School Wellness Family Event in December where families participated in activities designed to encourage healthy habits. The event was very successful, and we plan to hold it again this year. We partner with Education in Dance and the New Food Pyramid Musical Program, giving every child additional time for movement. This year, all of our Pre-K- Grade 2 teachers attended training so their classes can participate in CookShop, a nutrition education program, and our Parent Coordinator will conduct CookShop for Parents. Our physical education program is not ideal, but we are proud of our accomplishments in this area despite barriers to our continuous improvement.

One major challenge to both administrative functioning and teaching and learning is the extremely slow speed of our online technology due to insufficient bandwidth to support our school building. During regular school hours, internet access and online programs run at a snail's pace, and this prevents us from accomplishing tasks in a timely manner and from being able to use many excellent instructional tools designed for SMARTboards and laptops.

2009-2010 Parent and Teacher Surveys indicate that opinions of our school learning conditions have improved in all areas compared to last year. We are, however, still below the city average for the number of respondents, and we need to seek new ways to increase the number of both parents and teachers that respond to the surveys. Teachers and parents agree that one of our greatest strengths is engagement. There is room for improvement in the area of academic expectations although compared to all elementary schools we scored 8.3 out of 10 in this area.

Our school's mission statement includes supporting the character development needed for children to become responsible, caring citizens of our rapidly-changing world community. Bronx Little School students, parents, and staff have always participated in projects each year that teach our children the importance of contributing to their own communities. We plan to continue to expand children's horizons this year by providing them with community service opportunities beyond our immediate community; this will build their awareness of their roles as global citizens and foster understanding and compassion. An additional goal is for children to explore the essential question "Why do people immigrate?" to understand the many factors that influence the ethnic make-up of different communities and how immigrant populations influence the communities in which they live. It is our

belief that knowledge of common human needs and desires is the key to promoting tolerance and learning to appreciate the diverse cultures in our communities.

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.

Goal #1:

The number of students performing at levels 3 & 4 on the NYS ELA exam will increase by 4%, and the number of students performing at level 1 will decrease by 4% as compared with last year's performance levels. By June 2011, 100% of classroom teachers (K-5) will conduct and document independent reading conferences three times each week, with a minimum of two students per session (as one formative assessment method) to monitor student reading comprehension. These conferences will be measured by the completion of teacher conference notes and will focus on strategies (inferring, understanding main idea) identified by item analysis of NYS Standardized ELA exams from spring 2010.

- The number of students performing at levels 3 & 4 on the NYS Mathematics Exam will increase by will increase by 5%, and the number of students performing at level 1 will decrease by 4% as compared with last year's performance levels. By June 2011, 100% of classroom teachers (K-5) will document individual student math behaviors observed during small group and independent math work (as one formative assessment) at least once each week, with an average of six students per week. These observations will be measured by the completion of teacher observation notes.

Goal #2:

- 100% of students in Grades Pre-K through 5 will demonstrate an understanding of the essential question "Why do people immigrate?" by creating two research projects (whole class/small group/independent), one in mid-March and one in mid-November.

Goal #3

- 100% of students will demonstrate an understanding of the interconnectedness of physical well-being, good mental health and academic performance.

Goal #4

- At least 75% of our special needs students in self-contained classes will be given opportunities to learn alongside their peers in general education settings for a minimum of 2 periods per week and a maximum of 7 periods per week.

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): Literacy/Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • The number of students performing at levels 3 & 4 on the NYS ELA exam will increase by 4%, and the number of students performing at level 1 will decrease by 4% as compared with last year’s performance levels. By June 2011, 100% of classroom teachers (K-5) will conduct and document independent reading conferences three times each week, with a minimum of two students per session (as one formative assessment method) to monitor student reading comprehension. These conferences will be measured by the completion of teacher conference notes. • The number of students performing at levels 3 & 4 on the NYS Mathematics Exam will increase by will increase by 5%, and the number of students performing at level 1 will decrease by 4% as compared with last year’s performance levels. By June 2011, 100% of classroom teachers (K-5) will document individual student math behaviors observed during small group and independent math work (as one formative assessment) at least once each week, with an average of six students per week. These observations will be measured by the completion of teacher observation notes.
<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"> ❖ Develop school-wide conference notes format for reading conferences ❖ Develop grade-specific observation notes for math observations during grade-level teacher meetings ❖ Provide professional development in the area of conducting and documenting individual reading conferences and math observations ❖ Utilize item analysis of NYS Standardized Test data to plan literacy and math instruction to target specific skills and strategies ❖ Review and utilize reading conference and math observation notes to plan future instruction (formative assessment) ❖ Form a Response to Intervention Team to support teachers in utilizing formative assessment to plan instruction

<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>	<ul style="list-style-type: none"> ❖ Schedule Title I SWP OTPS funds for Professional Development activities ❖ Utilize CFN 19 hours for staff development ❖ Schedule weekly common prep periods for teachers on each grade level ❖ Schedule monthly Response to Intervention Team meetings ❖ Schedule TL One-Time Allocation OTPS funds to build and add to existing leveled classroom libraries ❖ Implement Professional Development Activities ❖ Purchase leveled classroom libraries
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ❖ Weekly reading conference notes ❖ Weekly math observation notes ❖ Rtl meeting agendas and minutes ❖ Professional Development Agendas and Sign-In Sheets ❖ Purchase orders for classroom library books

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ❖ Formal and informal classroom observations ❖ Student presentations (writing, drawing, painting, photography, performance, recitation, etc.) in November 2010 and March 2010 ❖ Photos, sign-in sheets, and feedback forms from parent involvement activities ❖ Teacher lesson plans utilizing the backwards design model ❖ Purchase orders for DVDs, books, and trip admission fees

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.

Bronx Little School 12X691

Goal #3

Subject/Area (where relevant): Health/Wellness

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • 100% of students will demonstrate an understanding of the interconnectedness of physical well-being, good mental health, personal behavior and academic performance
<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"> ❖ All school staff will have a role in explicitly teaching all students about the nutritional content of foods we eat and its effect on how we look, how we feel, and how we perform ❖ Our School Wellness Team will meet once each month to plan activities that promote student well-being ❖ Our Positive Behavior Interventions and Supports Committee will meet twice each month to plan activities that support teachers in explicitly teaching all children what it means to be responsible, be respectful, be safe and be healthy. ❖ Provide mental health support to families through our partnership with the Bronx-Lebanon mental health screening program ❖ Communicate our school Wellness Policy to all Bronx Little School Families ❖ Promote student wellness for all children in Grades 3-5 through “The New Food Guide Pyramid Musical Program” ❖ Promote student wellness for all children in kindergarten and first grade through the “CookShop Classroom,” a program that brings nutrition education to schools ❖ Promote student wellness for all children in second grade through continued participation in the “2nd Grade Swim” program at the YMCA ❖ Promote student wellness for children in 3 classes in Pre-K, K, and 1st grade through participation in the “Eat Well Play Hard Program” emphasizing healthy nutrition and physical activity ❖ Develop and conduct parent/student surveys to determine effects of wellness activities on student habits.

<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>	<ul style="list-style-type: none"> ❖ Schedule Tax Levy Fair Student Funding allocations for Food Pyramid Program ❖ Schedule monthly meetings of School Wellness Team (staff, parent and student members) ❖ Schedule PBIS twice-monthly meetings ❖ Schedule Tax Levy Fair Student Funding allocations for teacher per session for PBIS and Wellness Team planning outside of regular work hours ❖ Schedule “2nd Grade Swim” visits to Castle Hill YMCA and enlist parent volunteers to assist teacher
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ❖ Culminating performance by students participating in New Food Guide Pyramid Musical Program ❖ Formal and informal classroom observations ❖ Program implementation schedules ❖ Agendas, sign-ins and minutes of Wellness Team and PBIS Committee meetings ❖ PBIS Matrices ❖ Parent/Student health habits surveys backpacked home in October 2010 and May 2011

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): Phase 1 Special Education Initiative/Inclusion Model

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • At least 75% of our special needs students in self-contained classes will be given opportunities to learn alongside their peers in general education settings for a minimum of 2 periods per week and a maximum of 7 periods per week.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ❖ Form a committee to oversee the implementation of Phase 1 of the Special Education Initiative model which will meet once each month, review student progress data, discuss teacher and parent evaluation of model implementation, and revise student inclusion model as needed. ❖ Develop a school-wide schedule by October 15, 2010 that will support the flexibility required to provide the least restrictive environment for our population of students with special needs and provide intervention for all students throughout the school year ❖ Review implementation of the school-wide schedule on December 15, 2010 and March 15, 2011 to determine its efficacy and make needed revisions. ❖ Conduct 5 parent workshops beginning in early October and continuing throughout the year to assist parents with children of special needs in making informed decisions regarding amendments to their children’s IEPs with the goal of inclusion when it is in the best interest of the children ❖ Provide staff development for all teachers on best practices in inclusion models
<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</i></p>	<ul style="list-style-type: none"> ❖ Utilize CFN19 Support Staff (Tax Levy CF Network funds) ❖ All Bronx Little School Faculty ❖ Schedule Title I SWP funds for staff development ❖ Schedule monthly Phase I Initiative committee meetings ❖ Schedule learning blocks in math/reading/social studies

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ❖ Schedule Title I ARRA SWP Parent Involvement funds for parent workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ❖ Monthly student progress data and teacher/parent evaluation of initiative ❖ Parent assessments of 5 yearly workshops ❖ Agendas, sign-ins and assessments of staff development workshops ❖ Block schedules ❖ Revisions of block schedules as needed based on reviews

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>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>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>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>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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	0	0	N/A	N/A	2	0	0	0
1	8	6	N/A	N/A	3	0	0	0
2	6	4	N/A	N/A	2	0	0	0
3	7	5	N/A	N/A	0	0	0	0
4	6	5	6	6	0	0	0	0
5	5	5	5	5	1	0	0	0
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.).
<p>ELA:</p> <ul style="list-style-type: none"> • Extended-Day Instruction • Academic Intervention Teacher (Special Education License and Reading Recovery Trained) • Test Preparation Classes 	<ul style="list-style-type: none"> • Extended Day Small-Group Instruction for 1hour 20 minutes twice each week using Mondo Guided Reading materials, Making Meaning (Developmental Studies Center) and Fountas & Pinnell Phonics • Academic Intervention Teacher Services 3-4 times per week during the school day (combination push-in and pull-out model) using Wilson, Fountas & Pinnell Literacy Intervention Program, Mondo Guided Reading, Fountas & Pinnell Phonics and WordBuild (Developmental Studies Center), Spector Phonics, Teacher-Made Vocabulary Content Games • Test Preparation Classes after school twice each week for 6-8 weeks prior to administration of NYS ELA Exam (utilizing “A Reader’s Workshop Approach to Test Readiness” (Kaplan)
<p>Mathematics:</p> <ul style="list-style-type: none"> • Extended-Day Instruction • Academic Intervention Teacher • Test Preparation Classes 	<ul style="list-style-type: none"> • Extended Day Small-Group Instruction for 1hour 20 minutes twice each week using Every Day Math, teacher-made materials, and SMARTboard interactive games • Academic Intervention Teacher Services 3-4 times per week during the school day using Every Day Math Manipulatives, Everyday Math Games and Every Day Math Differentiation Guide, and Teacher-made modified materials • Test Preparation Classes after school twice each week for 6-8 weeks prior to administration of NYS Mathematics Exam using Kaplan Keys
<p>Science:</p> <ul style="list-style-type: none"> • Extended Day Instruction • Academic Intervention Teacher 	<ul style="list-style-type: none"> • A component Literacy Instruction during extended Day Small-Group Instruction for 1hour 20 minutes twice each week utilizing Harcourt Science Trade Libraries and Mondo Nonfiction Science Guided Reading Sets • Academic Intervention Teacher Services (Grades 4 & 5) using Harcourt Science Trade Libraries and Mondo Nonfiction Science Guided Reading Sets
<p>Social Studies:</p> <ul style="list-style-type: none"> • Extended Day Instruction • Academic Intervention Teacher 	<ul style="list-style-type: none"> • A component Literacy Instruction during extended Day Small-Group Instruction for 1hour 20 minutes twice each week utilizing Houghton Mifflin Harcourt Social Studies materials, Rand McNally online resources and Mondo Nonfiction Social Studies Guided Reading Sets • Academic Intervention Teacher Services (Grades 4 & 5) using Primary Source Materials and Mondo Nonfiction Social Studies Guided Reading Sets
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> • Lessons • Group/Individual Counseling 	<ul style="list-style-type: none"> • Teach students to identify their issues relating to behavior, self- esteem, attendance, conflict resolution, and academic success. Instruction focuses on developing positive character traits. • Group/Individual counseling; Students discuss and formulate goals, and learn problem-

<ul style="list-style-type: none"> • Attendance Awards 	<p>solving strategies that will enable them to overcome a variety of personal challenges.</p> <ul style="list-style-type: none"> • Attendance Awards: Students are recognized monthly by receiving attendance awards. • Develop Behavior Intervention Plans
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Meetings with students, parents and School Based Support Team are scheduled as needed
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • Meetings with students, parents and School Based Support Team are scheduled as needed
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • Meetings with students, parents and School Based Health Service Providers and/or Community Based Health Service Providers are scheduled as needed

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.

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: 39 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) Art Teacher, Technology Teacher, Parent Coordinator

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.

Our school has 285 Pre-K through 5th-grade students. The student population consists of 59.15% Hispanic, 20.42% African-American, 10.91% Asian or Pacific Islander, 1.05% Native American, and 1.40% Caucasian (not of Hispanic origin), and 3.52% Multi-racial. Of the 285 students, 39 qualify for ESL services. In our kindergarten classes, 14 out of 81 students are English Language Learners, 9 out of 61 in first grade, 9 out of 53 in second grade, 3 out of 28 in third grade, 4 out of 25 in fourth grade, and 0 out of 23 in fifth grade. Out of our 39 English Language Learners, 34 are Spanish-speaking and 5 speak Bengali. All of the parents have chosen ESL on the parent survey as their program of choice.

The largest proportion of our English Language Learners (60%) is clustered in our kindergartens and first grades. Therefore, we are targeting our ELL population in those grades for additional support from our ESL teacher in collaboration with our Art and Technology teacher after school each Monday and Wednesday. The instruction is in English following an ESL model with emphasis on building oral language and reading fluency. Through Reader's Theater, storytelling and puppetry children will develop their understanding of the conventions of English, spoken and written. Item analysis on the spring 2010 ELA exam indicates that lack of experience with idiomatic expressions impedes student reading comprehension, so we will provide direct instruction in commonly used English idiomatic expressions with this group. The new Common Core State Standards focuses predominantly on nonfiction reading and writing, so afterschool ELL instruction will emphasize reading and writing of nonfiction.

Parent Workshops designed to bridge home and school for our ELLs are planned. Our Parent Coordinator and our ESL Teacher will conduct workshops on literacy, math, nutrition, fitness, art, and standardized test, and parents will be provided ideas for supporting their children's language development at home. These workshops will also offer parents opportunities to meet other parents of English Language Learners.

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.

- Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.
- Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of ELL students.
- Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction.
- Weekly emails that describe best practice and research-based strategies for ELLs are sent to all teachers.
- Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices. Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.

Form TIII – A (1)(b)

School: 12X691 Bronx Little School BEDS Code: 321200011691

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$7,134.27	143 hours of per session for ESL and General Ed teacher to support ELL Students: 182 hours x \$49.89 (current teacher per session rate with fringe) = \$9,079.99
Purchased services - High quality staff and curriculum development contracts.	\$1,980.00	Teaching Strategies for English Language Learners (Elementary Level) Professional Development Package (20 packages at \$99.00 per package)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,845.00	<ul style="list-style-type: none"> • Language Proficiency Intervention Kits for K, 1 and 2 (Attanasio & Associates) @ \$349.00 per kit • Learn-Abouts Leveled Social Studies and Science Kits (Attanasio & Associates) @\$1,199.00 per kit • Nonfiction Leveled Classroom Libraries for K, 1, 2 and 3 (Attanasio & Associates)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$14,959.27	

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.

The Home Language Surveys completed by the parents of every child during an interview process at registration time helps us to determine the number of parents who will need translation and interpretation services and the languages they read/write primarily.

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.

Approximately, 25% of our students' parents speak, read, and write Spanish as their primary language. Posters, flyers, and notices in Spanish and English inform our school community of available translation and interpretation services and how to access them.

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.

All written correspondence (including but not limited to monthly newsletters, calendars, school notices and flyers, parent handbooks, report cards) is translated into parents' primary languages in-house by school staff.

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.

Currently, all oral interpretation services are provided in-house by school staff and/or parent volunteers. Oral interpretation is provided at all parent meetings, parent orientations, special assembly programs, parent workshops, and at all parent-teacher conferences. Our Parent Coordinator is bilingual (English/Spanish) and is available to interpret at parent conferences, workshops, etc. One of our Bengali-speaking parents has volunteered to interpret at meeting and events.

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>.
 - Parents' primary languages are determined at the time of registration through the interview process conducted to complete the Home Language Survey.
 - At registration, parents are asked whether or not they require language assistance in order to communicate effectively with school personnel on all levels.
 - Information on parents' primary languages is maintained in ATS and recorded on student blue emergency cards (which are also provided to our school medical office).
 - All Centrally Produced Critical Communications are provided to parents in the primary languages.
 - All Student Specific Critical documents are provided to parents in their primary languages.
 - The Bill of Parent Rights and Responsibilities is provided to all parents in their primary languages.
 - Signs indicating the availability of translation services for parents are posted in a conspicuous location (at our main entrance).

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:	\$148,484	\$95,146	243,630
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,485	\$951	\$2,436
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,224	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14,848	*	

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.

(see attachment)

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.

(see attachment)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

(See Needs Assessment on pp. 10-14 of this document)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
3. Instruction by highly qualified staff. 95% of Bronx Little School's staff is highly qualified. One new teacher is currently working towards his masters in education and is supported in his first year by a mentor teacher.
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.
- a. Teachers and Paraprofessionals meet for Professional Development after school, often on the second Wednesday of each month. Topics for these sessions are selected based upon identified needs as stated in this Comprehensive Education Plan.
 - b. Professional Development is provided by a Math Coach, CEI-PEA (our support organization), DOE Internal Services, BETAC, Teachers College, Fordham University
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Bronx Little School's Professional Development planning is based on a needs assessment completed by all teachers. This allows us to differentiate professional development and ensures that teacher professional development is linked to school-wide initiatives based on needs identified by our Quality Review and our School Progress Report. We foster a climate of collaboration and reflection. When teachers are given a voice in decision-making regarding professional development needs, they are more apt to feel that they have a stake in what happens at their school, to feel responsible for outcomes and to want to work for needed change.

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

Parent workshops are conducted throughout the year on a variety of topics—literacy, math, technology, health, promotional standards, etc. Topics for workshops are determined by surveys designed by our Parent Association and our Title I Representative. On those surveys parents

can check off their preferences for workshop topics, or they can write in a suggested topic that is not listed on the survey. Information about parent workshops is communicated via a flyers back-packed home with each child, monthly newsletters, school calendars, and posted notices on parent bulletin boards.

Workshops are designed to be hands-on and to address the specific needs of our parent population. Translation and interpretation services are provided at all workshops.

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.

We host a Kindergarten Orientation each spring for the parents of our incoming kindergartners. At this orientation, parents learn what their children will be learning throughout the year, what their child will need to know to be successful in kindergarten and what they can do to support their children's learning.

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.

Review of student assessments is conducted at monthly Response to Intervention Team meetings, monthly grade conferences, monthly faculty conferences, Teacher Inquiry Team meetings (monthly) and with CFN34 consultants throughout the school year. Results of students' assessments inform planning and school-wide goal setting, teachers' professional goal setting and student goal-setting.

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.

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.

Benchmark assessments in Literacy and Math are done at the start of every school year to identify children who need extra support.

All newly admitted students (at any point in the year) are assessed immediately to identify their strengths and weaknesses.

Children identified as at risk of not meeting standards as a result of summative and formative assessments are enrolled in our extended day small-group instruction, provided the services of our AIS teachers, and their progress is monitored by our Response to Intervention Team every 6-8 weeks to determine if they are making sufficient progress towards meeting standards. Revisions to instructional methods and materials are made if necessary.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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	x			\$148,484		
Title I, Part A (ARRA)	Federal	x			\$ 95,146		
Title II, Part A	Federal	x			\$97,389		
Title III, Part A	Federal	x			\$15,000		
Title IV	Federal						

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.

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.

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:
 - 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.)
We currently have five students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
3. Please describe the services you are planning to provide to the STH population.
 - Transportation Services to enable students to remain in our school despite relocation
 - Communication with Education Liaisons at temporary residences
 - Communication with caseworker, social workers, agencies providing family services
 - Referrals to community organizations for services such as counseling, tutoring, medical issues, etc.
 - At-Risk Guidance Counseling in school
 - School-level accommodations to supervise children before and after school

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:	Bronx Little School					
District:	12	DBN:	12X691	School		321200011691

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	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	18	17	18		92.1	91.9	91.3
Kindergarten	57	50	78				
Grade 1	23	50	58	Student Stability - % of Enrollment:			
Grade 2	20	25	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	25	19	28		93.9	89.2	90.0
Grade 4	22	21	25				
Grade 5	14	23	18	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		79.2	85.7	90.0
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		5	7	12
Grade 12	0	0	0				
Ungraded	0	2	6	Recent Immigrants - Total Number:			
Total	179	207	284	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	2

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	11	17	30	Principal Suspensions	1	0	3
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	0
Number all others	3	7	17				

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	11	13	16
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	3	3
# receiving ESL services only	30	32	TBD				
# ELLs with IEPs	0	7	TBD	Number of Educational Paraprofessionals	3	3	5

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	100.0
				% more than 2 years teaching in this school	36.4	46.2	50.0
				% more than 5 years teaching anywhere	36.4	30.8	37.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	77.0	93.8
American Indian or Alaska Native	0.0	1.0	2.1	% core classes taught by "highly qualified" teachers	92.9	100.0	81.3
Black or African American	17.3	16.9	21.1				
Hispanic or Latino	71.5	70.0	63.4				
Asian or Native Hawaiian/Other Pacific	7.8	6.3	11.3				
White	0.6	0.5	1.4				
Male	45.3	48.8	50.4				
Female	54.7	51.2	49.6				

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,					
-----------------------------	--	---------	--	--	--	--	--

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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	-	-					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	32	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Bronx Little School **Parent Involvement Policy** **2010-2011**

PART I: GENERAL EXPECTATIONS

Bronx Little School (12X691) agrees to implement the following statutory requirements:

- The school will put into operations programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Bronx Little School will involve the parents of children served in the Title I, Part A programs(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- Bronx Little School will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their children's learning;*
- *that parents are encouraged to be actively involved in their children's education;*
- *that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children;*
- *the carrying out of other activities, such as those described in Section 118-Parental Involvement of the ESEA.*

PART II: DESCRIPTION OF HOW BRONX LITTLE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Bronx Little School will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP addendum) under Section 112-Local Educational Agency Plans of the ESEA:**

Parent Association Executive Board Members will be informed of District Community Education Council meetings via email and backpacked notices and encouraged to attend.

- **At monthly School Leadership Team meetings, Team Members will be informed of opportunities to participate in the development of the District Parental Involvement Plan**
 - **Notices (in English and in representative parent languages) announcing District Parent Meetings will be posted on our Parent News bulletin board in the hallway at our main entrance.**
 - **Bronx Little School parents will participate in a District Parent Advisory Council to provide**
- 2. Bronx Little School will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:**
- **Parent constituents on our School Leadership Team will participate in the development of our annual goals as described in our Comprehensive Education Plan.**
 - **Parent constituents on our School Leadership Team will actively participate in the development of our School Parent Involvement Policy and our School-Parent Compact.**
- 3. Bronx Little School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:**
- **Universal Pre-K**
- By:**
- **See parent involvement strategies listed for parents of students in all grades**
- 4. Bronx Little School will take the following actions to conduct, with involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:**
- **The Title I Parent Representative of our Parent Association Executive Board, in consultation with other Executive Board members and staff and administration, will design a parent survey (in the languages of parents) to identify ways in which parents would like to be involved in their children's school (i.e. attendance at workshops and celebratory events, volunteering, presentations, field trips)**
 - **The survey will be distributed to every parent each Fall and results will be analyzed by the Title I Parent Representative and other members of our Parent Association Executive Board for use in planning parent involvement activities.**
 - **Survey results and planned use of Title I parent involvement funds will be presented by the Title I Parent Representative at a general membership meeting of our Parent Association prior to implementation of the plan.**
- 5. Bronx Little School will build parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve academic achievement, through the following activities specifically described below:**

- **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—**
 - **The State’s academic content standards;**
 - **The State’s student academic achievement standards;**
 - **The State and local academic assessments including alternate assessments;**
 - **The requirements of Title I, Part A;**
 - **How to monitor their child’s progress; and**
 - **How to work with educators.**

Bronx Little School will provide materials and training to help parents work with their children to improve their children’s academic achievements such as literacy training and using technology as appropriate to foster parental involvement by:

- **Parent Coordinator in collaboration with faculty and parents will plan and conduct workshops on such topics as: Helping Children Succeed on Standardized Tests, Helping Your Children with Homework, Understanding NY State and NYC Standards, Navigating the DOE Website, etc.**
- **Parent Coordinator will operate a lending library for our Spanish speaking parents, so they can borrow children’s books to read with and to their children/**
- **Training for parents interested in becoming Learning Leaders will be conducted in school each year.**
- **Parent Orientation for parents of English Language Learners will be held each fall to inform parents of program choices and standards**

Bronx Little School

*1827 Archer Street
Bronx, NY 10460*

“The Sky’s the Limit”

Janice Gordon, Principal

Telephone: (718) 792-2650

Fax: (718) 792-4149

School/Parent Compact for Bronx Little School School Year 2010-2011

Our mission as educational advocates at Bronx Little School is to give each child a strong academic foundation with which he/she can pursue scholastic excellence. It is belief that all children can learn. We are convinced that our commitment, sincerity of purpose and dedication to the needs and interest of children will enable us to provide an atmosphere saturated with enrichment and achievement.

Parent Responsibilities:

1. Parents should set aside time to do homework with their children and sign homework when completed;
2. Parents should encourage a positive attitude, in their children, toward school;
3. Parents should require regular school attendance from their children;
4. Work closely with their children during homework time to ensure that students understand their assignment;
5. Ensure a quiet, well-lit place for homework and for study;

6. Attend parent-conferences/workshops (whenever possible) and communicate with the teacher on a regular basis;
7. Be available to volunteer at the school and/or in the classroom (whenever possible).
8. Provide appropriate supplies and materials for their children;
9. When concerns arise, contact the school in timely fashion.

Student Responsibilities:

1. Make sure necessary materials to complete homework are taken home;
2. Ask Questions when homework is not understood;
3. Complete all homework assignments;
4. Make sure that parents are fully aware of your homework assignment;
5. Have parent(s) sign homework;
6. Attend school regularly;
7. Always Comply with school rules and regulations;
8. Always respect the personal rights and property of others

Teachers Responsibilities:

1. Provide quality instruction and leadership to the students;
2. Give feedback that will help the student to understand homework and to make corrections;
3. Recognize the accountability of the students with their assignments;
4. Respect the cultural differences of the students as well as their parents;
5. Have at least two-teacher conferences per year;
6. Give reasonable homework assignments, i.e. length of time to be spent completing assignments;
7. Ensure that all assignments are grade level appropriate;
8. Provide the parent with positive feedback as well as problem/concerns.
9. Teachers are not responsible for

(Please sign and return to your child’s teacher)

Dear Mrs. Gordon:

_____ I have review and understand the School Compact with my child and we have each signed it.

Child’s name: _____ Class: _____

Child’s signature: _____

Parent’s Signature: _____

Teacher’s Signature: _____

Principal’s Signature: _____

This School Parent Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by our School Leadership Team agendas and sign-in sheets.

This policy was adopted by Bronx Little School on November 18, 2008 and reviewed on 10/23/09. It will be in effect for a period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2009.

(Signature of Principal

(Date)

**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 CFN34	District 12	School Number 691	School Name Bronx Little School
Principal Mrs. Janice Gordon	Assistant Principal		
Coach	Coach		
Teacher/Subject Area Maria Santiago	Guidance Counselor Leah Wilson		
Teacher/Subject Area Maureen Carson/SETTS/AIS	Parent Yenny Fortunato		
Teacher/Subject Area	Parent Coordinator Loida Guzman		
Related Service Provider	Other		
Network Leader Ben Waxman	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	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	284	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	13.73%
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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.

ELL IDENTIFICATION PROCESS

1) The process of initially identifying students who may possibly be English Language Learners begins with informal oral interviews in English and in the native language of all in-coming students to administer the Home Language Identification Survey. Oral interviews are conducted by our licensed ESL teacher, Ms. Santiago. Based on the results of the Home Language Identification Surveys, Ms. Santiago administers the Language Assessment Battery-Revised (LAB-R) within the first ten school days for those students whose home language includes one or more languages other than English. The Spanish LAB is available for students who are monolingual in Spanish. Each Spring, students identified as English Language Learners after receiving the mandated ESL services indicated by their proficiency level are administered the New York State English as a Second Language Test (NYSESLAT). The results of the NYSESLAT identify student proficiency levels in English in the areas of reading, writing, listening and speaking. Proficiency levels (beginner, intermediate, advanced) determine the mandated number of instructional minutes that will be provided to our English Language Learners each week starting in the following fall by our licensed English as a Second Language teacher, Ms. Santiago.

2) Within ten days of administration of the LAB-R, entitlement letters (in the parents' native languages) are sent to the parents of all children identified as eligible to receive ESL services and a Parent Orientation meeting is scheduled to ensure that parents of our English Language Learners understand all three program choices available in the New York City Dept. of Education (Transitional Bilingual, Dual Language, Freestanding ESL). Parent Orientation meetings are scheduled both during the school day and in the evening. At those meetings, parents are informed of the English Language Learner identification process, and they view a video presentation (presented in the native languages of all parents) which gives an overview of the programs available for their children.

3) Subsequently, the ESL teacher provides parents with a formal orientation of ELL services available for their children in and outside of Bronx Little School. Parents are informed of their options which are: Transitional Bilingual, Dual Language or a Free-standing ESL Program. The Parent Survey and Program Selection forms are distributed to parents (in the parent's native language) at the Parent Orientation. After being given the opportunity to ask questions about the program choices, parents complete the survey and return it to the ESL teacher at the end of the orientation. Parents are given the option of completing the Program Selection form on the day of the orientation, or at home if additional time (and/or consultation with another family member) is needed to make a decision. In addition, they are given a pamphlet (in their native language) to take home with an explanation of each program choice. Parents are encouraged to return their Program Selection forms as soon as possible and are informed that if a form is not returned, the default for ELLS is Transitional Bilingual Education as per CR Part 154. Parents who do not return said forms are reminded with a telephone call from the ESL teacher or the Parent Coordinator. After reviewing the Parent Surveys and Parent Selection forms, the ESL teacher makes the necessary accommodation for each parent program choice.

At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. A second orientation is given to parents in the middle of the year to discuss assessments and student progress. Informal meetings are ongoing and include parent-teacher conferences throughout the year. At Bronx Little School, Free Standing ESL is the only program available due to the small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. Transitional Bilingual Education will be considered in the future if the need arises.

4) The children of those parents who choose a program other than ESL are placed in a school that provides such services. After the Parent Selection forms are returned to the ESL teacher, Placement Letters (in the parents' languages) are sent to parents indicating the official placement of the student in the program of choice. Non – Entitlement letters are sent to parents of those students who reached a proficiency level on the NYSESLAT assessment.

5) In the past few years, a review of Parent Selection forms and Parent Surveys indicate all parents requested ESL as their program of choice. In the last three years, approximately 90 students were placed in the ESL Program due to parent choice.

6) At Bronx Little School, Free Standing ESL is the only program available due to the small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. Transitional Bilingual Education will

be considered in the future in the event that 16 parents or more choose said program.

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	1	1	1	0								7
Total	2	2	1	1	1	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35	0	6	4	0	0	0	0	0	39
Total	35	0	6	4	0	0	0	0	0	39

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

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	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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	10	9	9	2	3									33
Chinese														0
Russian														0
Bengali	3	0	0	1	1									5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	0												1
TOTAL	14	9	9	3	4	0	0	0	0	0	0	0	0	39

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.

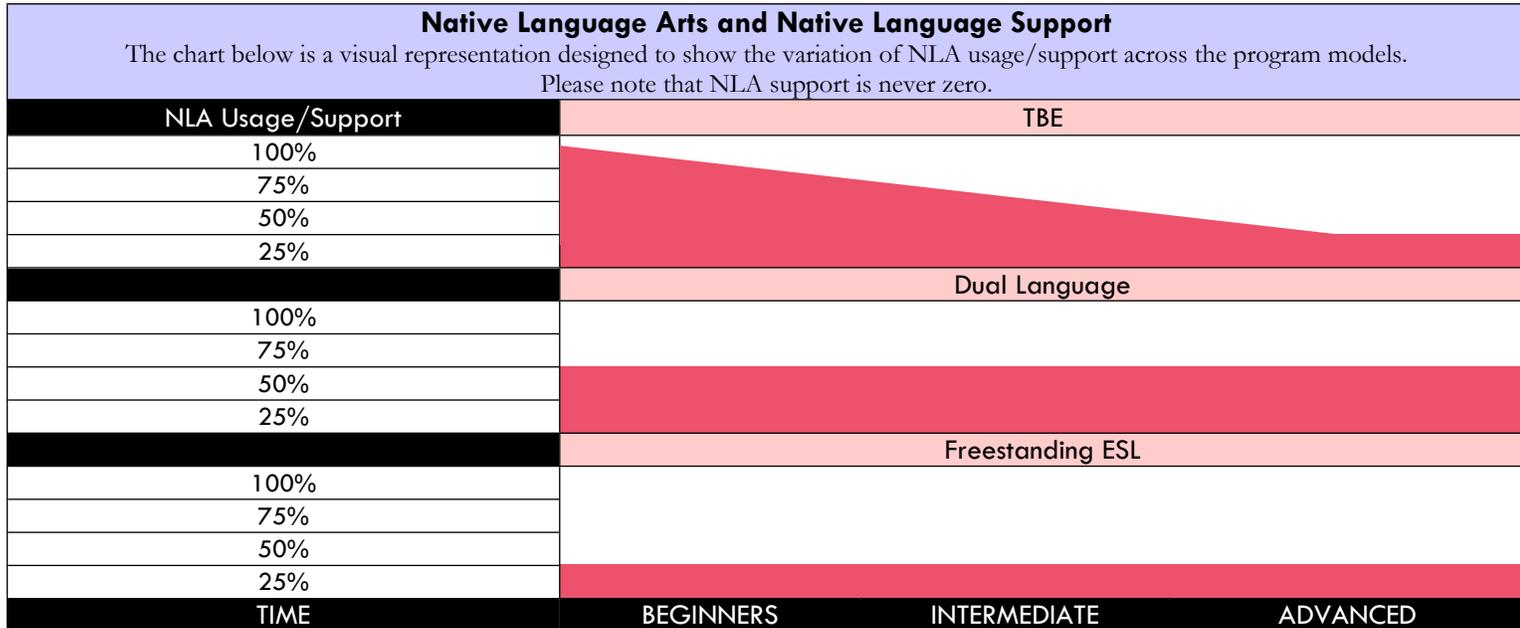
1. At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. Our students are placed in heterogenous groups consisting of ELLs with different L2 proficiency levels.

2. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA instruction per week that integrates literacy and content area instruction. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Minilessons, Reading Workshop, and Writing Workshop). Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is often delivered to our ELLs in Thematic Units of study gives our ELLs multiple opportunities to learn and use the academic language, develop content-area knowledge, and increase their literacy skills. Our ELLs students participate in collaborative group work. The groups consist of ELLs with different L2 proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of resources available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development.

Currently there are no SIFE students at Bronx Little School, but an intervention plan will be developed for those students if the need arises in the future. Our ELL students who have been in the US for less than three years are offered extended day services on Tuesdays and Thursdays from 2:30 - 3:50. The purpose is to provide our newcomers with additional English language instruction in the content areas and literacy in order to help them strengthen their academic language and help them perform at the level of their English proficient peers. In addition, our newcomer ELLs are encouraged to use their native language as a bridge towards the transition into English. These students are encouraged to read and write in their native languages during ESL instruction and when they are in their regular classroom settings. Our newcomers and their parents are also provided with lending library books in their native language (Spanish or Bengali) to encourage literacy at home. ELLs who require extended ESL services are closely monitored and provided with extended day instruction to further support their academic and language development. An AIS support teacher provides extra support to ELL students with IEPs. Extended day instruction is provided for these students.

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5) Bronx Little School's targeted intervention programs for ELLs in ELA, math, and other content areas are:

- *The Wilson Phonics Program - Special Education ELL students
- * Fountas and Pinnell Literacy Intervention Program - ELLs with IEPs, ELLs receiving services 3-6 years
- * Math Resource Room - ELLs receiving services 3-6 years
- * Literacy Intervention Teacher - Proficient ELL students
- * Extended Day Program - ELLs receiving services 3-6 years, ELLs with IEPs, other low performing ELL students

6) Our Proficient ELLs are given the necessary support to help them make a more successful transition into the regular classroom setting. These students are serviced by a Literacy Support Teacher on Wednesdays and Thursdays. The Literacy support teacher provides our proficient ELLs with meaningful Literacy and content instruction to help them continue to succeed academically.

7) We are in the process of planning a new after school enrichment program for our lower grade ESL students (Possibly a program involving parents and students).

8) The Wilson Program and Fountas and Pinnell Literacy Intervention programs will continue due to their history of success in helping our low performing ELL students develop and strengthen basic Literacy and phonetic skills.

9) Title III funds make it possible for our school to provide ELLs with language enrichment programs offered after school such as last year's after school program, "More English Please". This program was successful in helping First Grade ELL students improve their literacy skills and sharpen their content area knowledge in English through fun, hands-on literacy activities. 67% of the children who participated in the "More English Please" after school program reached a proficiency level in their L2 English according to the results of the NYSESLAT assessment of Spring 2010.

10) ESL English language arts instruction is differentiated through the use of a variety of materials including Our Way to English Program, Reader's Theater, leveled books (Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a reader's theater program to help them with reading fluency and vocabulary enrichment. These materials are available to meet the needs and differentiate learning for our students. In addition, dual-language books are available in Spanish/English and Bengali/English to address the needs of the Spanish and Bengali dominant students and to support literacy learning at home. In addition, a Spanish language lending library is available with the assistance of our parent coordinator and student council, so our Spanish-speaking parents can read with children at home in their native language.

11) The ESL Teacher and classroom teachers feel quite comfortable using the children's L1 whenever possible in songs, poetry, chants, and other areas that are appropriate for a given lesson activity.

12) All intervention services offered to our ELL students are age and grade appropriate and aligned to the students' classroom curriculum and ELA/ESL standards.

13) Students who enter Bronx Little School for the first time are received warmly and are interviewed by a qualified ESL teacher/coordinator. The purpose of the interview is to get a sense of the child's language proficiencies in L1 and L2, and to get to know the students likes and dislikes in order to provide an instructional model with resources that will motivate the student to remain or become

interested in reading. Each newcomer and family is given a welcome to Bronx Little School packet that explains the goals of our school and ideas for parents to help their child at home. They also receive an ESL folder with hands-on activities to do at home for extra support in literacy and math. In addition, Bronx Little School provides interpreters for families of ELL students at our annual "Meet the Teacher Night" to help teachers and parents establish goals and exchange ideas about how to help the students have more a more successful school year.

14) Our school offers ELL students an English as a Second Language Program and uses the students L1 to support their L2 English as 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)?

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.

Bronx Little School teachers are supported in learning ESL strategies through ongoing professional development as follows:

- * The ESL Teacher/Coordinator attends workshops in ESL methodology and best practices throughout the school year.
- Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.
- Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of ELL students.
- Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction.
- Weekly emails that describe best practice and research-based strategies for ELLs are sent to all teachers.
- Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices. Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.

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?

A team of staff members that includes the ESL teacher, Principal, Parent Coordinator, and a classroom teacher work collaboratively to plan and improve instruction for our ELL students. The ESL teacher and the Parent Coordinator work closely together to ensure that parent letters and notifications are available in the languages represented in our school (currently Spanish and Bengali).

At Bronx Little School parents of ELL students are always encouraged to visit our school and to participate in ongoing parent activities throughout the school year presented by our parent coordinator. Such workshops include topics such as: nutrition, fun literacy activities to do with their children at home, Family Math Night, etc. Interpreters are always available to help parents feel comfortable and welcome.

Our Parent Coordinator informs parents about Adult ESL and Native Language GED classes available to them free of charge in the community..

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)	7	2	3	0	0	1								13
Intermediate(I)	7	5	3	2	1	0								18
Advanced (A)	0	2	3	1	3	0								9
Total	14	9	9	3	4	1	0	0	0	0	0	0	0	40

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3				1	1
4		1			1
5	1				1
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			1						1
4			1						1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1						1
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						1
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						1			1
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

It has become evident from data derived from various content-based assessments such the NYS Social Studies Exam, the NYS Science Exam, classroom formative assessments and informal teacher observations that our ELL students are in need of developing the academic language necessary to succeed in school. Because all three of our upper grade ELLs received a score of 2 in the State Math Exam, interventions have been put in place to help those students improve their academic language in the area of math. We have added a Math Coach and a Math Academic Intervention Teacher to our faculty this year. Both the Math Coach and the Math AIS teacher focus on differentiating instruction in Math. The ESL teacher pushes in during science period to assist the science teacher with the ELL students 2X a week. Bronx Little School's push-in program offers ELL students content area instruction using ESL strategies and methodologies found in the sheltered instruction model (SIOP model). In an effort to successfully reach this goal, the ESL teacher and classroom teachers work collaboratively to plan and offer ELL students content lessons that involve practicing subject – specific language supported by the use of comprehensible input, continuous scaffolding techniques, teacher modeling, TPR, level appropriate TIER questioning techniques, and visual aids. ELL students at the Beginner Level are provided with 25% Native Language Arts and Native Language Support when needed.

- * After school extended day intervention with their classroom teacher or other qualified staff members
- * Wilson Phonics intervention Program
- *Fountas and Pinnell Literacy Intervention Program
- *Center time activities focussing on ELL student's academic and linguistic needs

ESL English language arts instruction is differentiated through the use of a variety of materials including Our Way to English Program, Reader's Theater, leveled books (Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a reader's theater program to help them with reading fluency and vocabulary enrichment. The Everyday Math Program offers hands on activities and meaningful math instruction and includes lesson adaptations for ELLs. The ESL teacher supplements and differentiates the Everday Math program for our ELL students by creating lessons and activities that include language objectives and math content objectives. Math, science and social studies books are available in Spanish to address the needs of our Spanish dominant students. In addition, a Spanish language lending library is available with the assistance of our parent coordinator and student council, so our Spanish-speaking parents can read with children at home in their native language.

According to the results of the NYSESLAT of Spring 2010 (ELL students Grades 1-5), 10 of our ELL students are at the proficient level, 9 are at the advanced level, 11 are at the Intermediate level, and 5 are at the beginner stage of English language development. According to the results of the LAB-R of fall 2010 (newcomer Kindergarten ELL students), 7 of 14 newly admitted Kindergarten students are at the beginner stage of English language development, 7 of 14 newcomer kindergarten ELL students are at the intermediate stage of English language development. Spring 2010 NYSESLAT scores indicate that 72.41% of ELL students Grades K-5 reached a proficient level of English language development in Listening and speaking. 17.24% reached an intermediate level of English proficiency in Listening and speaking and 10.34% remained in a beginner stage of English proficiency. In Reading and Writing our ELL students performed as follows: 51.72% reached a proficiency level in reading and writing, 31.03% reached an intermediate level of English proficiency in reading and writing, and 21.87% are at a beginner level of English proficiency in reading and writing. Content performance data for 2010 reveals that out of 3 students, 1 performed at a level 4 in the ELA, 1 student performed at a level 2, and 1 student performed at a level 1. On the State Math Test, 3 of 3 students performed at a level 2. On the State Science test, 1 of 1 student performed at level 2. On the State Social Studies Exam (Native Language) 1 of 1 ELL students scored a 3.

The implications for the school's LAP and instruction are as follows: ELL students are carefully monitored by an AIS Team so as to address any special needs they may exhibit. Supplementary support services during the regular school day (Academic Intervention Teachers), during extended day (1 hour and 30 minutes each Tuesday and Thursday) and an ESL after school program will be offered (for 1 hour and 30 minutes) at our school. These services are geared toward helping parents and students enhance their reading, speaking, listening and writing skills. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA a week that integrates literacy and content-area instruction. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Proficient students are given the necessary support to help them make a more successful transition into the regular classroom setting. These students are serviced by a Literacy Support Teacher. An AIS support teacher provides extra support to ELL students with IEPs. Extended day instruction is provided on Tuesdays and Thursdays for beginner and intermediate ELL students in Grades K-5 who need additional support in Literacy and in the content areas.

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.

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		10/29/10
	Assistant Principal		
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		