



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PATROLMAN ROBERT BOLDEN ELEMENTARY SCHOOL

DBN: 19K 345

PRINCIPAL: WANDA HOLT EMAIL: WHOLT@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ROSE MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

| Name | Position and Constituent Group Represented | Signature |
|-------------------|--|-----------|
| Wanda Holt | *Principal or Designee | |
| Adele Chavarria | *UFT Chapter Leader or Designee | |
| Dana White | *PA/PTA President or Designated Co-President | |
| Pamela Mcrae | DC 37 Representative, if applicable | |
| N/A | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Mary Steakin | Member/ | |
| Nicolle Woodard | Member/ | |
| Steven Warren Jr. | Member/ | |
| Lisa Lowe | Member/ | |
| Erica Perez | Member/ | |
| Jonell Pluck | Member/ | |
| | Member/ | |

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012 Hispanic or Latino and Students with Disabilities student groups will demonstrate progress towards achieving state standards as measured by decreasing those subgroups scoring at Level 1 by 5% and those scoring at Level 2 by 3% on the New York State English Language Arts Assessment.

Comprehensive needs assessment

After conducting a two-year trend analysis of student performance data on the state assessments, it was determined that all students maintained or showed increases in performance on the English Language Arts assessment, except for the Hispanic or Latino and SWD student groups, which have underperformed all other student groups for the past two years. As a result, we have made performance for our Hispanic or Latino and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use authentic student work to create, implement and analyze data in order to inform differentiated lesson planning; specific focus on the use of guided reading vs. small group instruction as an instructional technique to foster achievement with these subgroups
- Target Populations: Teachers servicing SWDs and Hispanic or Latino and students in the SWD and Hispanic or Latino subgroups.
- Responsible Staff Members: Assistant Principals for Hispanic or Latino and SWDs, Staff Developers (internal and external), Data Specialist, Aussie and CFN Consultants.
- Implementation Timeline: September 2011 through May 2012

Activities #2

- Creation of a Data/PD Room: A Data/PD room will be designated so that the Aussie Consultant and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on Hispanic or Latino/SWDs and at risk students. Activities carried out in the Data/PD room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results, the sharing of best practices and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Populations: Teams of Teachers working with Hispanic or Latino students and SWDs not making acceptable gains
- Responsible Staff Members: Assistant Principal , Instructional Team and Data Specialist
- Implementation Timeline: November 2011 & March 2012

Activities #3

- High interest texts will be incorporated into classroom libraries to enrich the reading experience of our Hispanic or Latino subgroup; City year will partner with teachers in utilizing high interest texts during small group pull-out sessions.
- Teachers or Hispanic or Latino subgroup will incorporate high interest curriculum based activities to increase student engagement.
- Technology-based instruction will be incorporated to foster student engagement with our SWD subgroup with regards to ELA instruction, through the use of

SMART boards, MIMIOs and videos.

- Target Population: Teachers and City Year workers servicing SWDs and Hispanic or Latino and students in the SWD and Hispanic or Latino subgroups.
- Responsible Staff Members: Assistant Principal Technology Teacher, Classroom Teachers
- Implementation Timeline: September 2011- June 2012

Steps for including teachers in the decision-making process

- Teachers will meet in horizontal and vertical teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction as needed.
- Periodic Assessment Date: November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host ELA workshops and information sessions quarterly with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host Cook-shop, CCLS, ARIS Parent Link, Acuity and NYS Assessment Workshops.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link to access vital information about their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling and un-qualified teachers
- Ongoing PD will occur to ensure staff needs are being met
- Creation, implementation and revision of professional goals will be ongoing

Service and program coordination

- The school has established a Universal Pre-K that focuses on improving the oral language abilities, emergent literacy skills that Hispanic or Latino will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and Hispanic or Latino student groups will participate in one of the three literacy –based programs that have been established as part of the overall instructional program.
- A CBO (City Year) will work in partnership as part of the school’s efforts to improve performance in our Hispanic or Latino and SWDs subgroups.

Budget and resources alignment

Funding Sources:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2011 and indicated below:

- Supervisor per session (2 days per week).
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the extended day programs.
- Teacher per session (2 days per week) for after school programs and or Saturday Academy (pending funding) and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- For the 2011-2012 Learning Environment Survey the category of communication in regards to teachers will show a .5% point increase (6.1 to 6.6).

Comprehensive needs assessment

Based upon our latest Quality Review as well as the most recent Learning Environment Survey, it was determined that although we've shown increases on the Learning Environment Survey overall for the last 3 years, we are still underperforming in the area of Communication where teachers are concerned. We found this to be pertinent due to the fact that it has affected teacher collaboration which bears a direct impact on student achievement. As a result we have made progress for effective Communication with teachers a primary goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: Through the introduction and subsequent implementation of a research-based framework for teaching, all teachers are currently receiving both verbal and written feedback within a 48 hour period. The purpose of this is to clearly communicate the strengths and weaknesses identified in the short frequent observation cycles. Teachers will set short and long term goals to be revisited frequently as a result of verbal and written feedback they receive.
- Target Populations: All Teachers
- Responsible Staff Members: All Administrators within the building.
- Implementation Timeline: September 2011 through June 2012

Activities #2

- Creation of Instructional Team: The Instructional Team will be comprised of teachers from every grade including our ELL and SWD teachers. They will be responsible for contributing information, providing feedback and relaying information to and from their grade as obtained from the instructional team meetings.
- Target Populations: Teams of Teachers from every grade level including ELL and SWD teachers.
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist, K-5 Teacher representatives, Bilingual and Student with Disabilities Teacher.
- Implementation Timeline: Once per month from October through June 2012.

Steps for including teachers in the decision-making process

- Teachers will meet in horizontal and vertical teams to discuss instructional concerns and create action plans to enhance professional growth and collaboration. The Instructional Team representatives will relay the information during the Instructional Team meetings.

- Members from the Instructional team will be provided with opportunities to attend professional development sessions on the topic of implementing CCLS aligned performance tasks, in an effort to support teacher autonomy.

Strategies to increase parental involvement

- Instructional Team will share relevant information during SLT Meetings so the information can be dispersed to the Parent Association.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling and un-qualified teachers
- Ongoing PD will occur to ensure staff needs are being met
- Creation, implementation and revision of professional goals will be ongoing

Service and program coordination

- The school utilizes Aussie and CFN Consultants to enhance communication and provide individual teacher and grade support.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2011 and indicated below:

- Supervisor per session (2 days per week).
- Professional Development to foster communication and professional growth.
- Teacher per session (2 days per week) for after school programs and or Saturday Academy (pending funding) and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012 our Black or African American and Students with Disabilities subgroups will demonstrate progress towards achieving State Standards as measured by decreasing those subgroups scoring at Level 1 by 5% and those scoring at Level 2 by 3% on the New York State Math Assessment.

Comprehensive needs assessment

After reviewing the most recent School Report Card and Progress Report and conducting an analysis of student performance data on the state assessments, it was determined that all students maintained or showed increases in performance on the NYS Mathematics Assessment, except for the Black or African American and SWD student groups, which have underperformed all other student groups for the most recent school year. As a result, we have made performance for our Black or African American and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; develop performance tasks and unit plans based on UDL; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use authentic student work to create, implement and analyze data in order to inform differentiated lesson planning.
- Target Populations: All teachers servicing SWDs and Black or African American and students in the SWD and Black or African American subgroups.
- Responsible Staff Members: Assistant Principals for Black or African American and SWDs, Staff Developers (internal and external) and Data Specialist, Aussie and CFN Consultants.
- Implementation Timeline: September 2011 through May 2012

Activities #2

- Creation of a Data/PD Room: A Data/PD room will be designated so that the Aussie Consultant and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on Black or African American/SWDs and at risk students. Activities carried out in the Data/PD room will include monitoring student progress, setting initial goals for groups and individual students in Math, programmatic implications based on indicators of interim progress assessment results, the sharing of best practices and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Populations: Teams of Teachers working with Black or African American students and SWDs not making acceptable gains.
- Responsible Staff Members: Assistant Principal, Instructional Team and Data Specialist
- Implementation Timeline: November 2011 & March 2012

Activities #3

- Technology based math games will be utilized such as V-Math Live program and EDM software to foster student in engagement and interests for our Black or African American subgroups; City Year will work in partnership with teachers to provide support during small group pull-out sessions.

- Technology-based instruction will be incorporated to foster student engagement with our SWD subgroup with regards to Math instruction, through the use of SMART boards, MIMIOs and math video clips.
- Teachers of Math will work with guided math groups with the use of real-world activities to build problem solving and reasoning skills for the Black or African American and SWD subgroups.

Steps for including teachers in the decision-making process

- Teachers will meet in horizontal and vertical teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction as needed.
- Periodic Assessment Date: November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- Math teachers will design training modules and host Math workshops and information sessions quarterly with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host Cook-shop, CCLS, ARIS Parent Link, Periodic Assessment, Acuity and NYS Assessment Workshops.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link to access vital information about their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling and un-qualified teachers
- Ongoing PD will occur to ensure staff needs are being met
- Creation, implementation and revision of professional goals will be ongoing

Service and program coordination

- The school has established a Universal Pre-K that focuses on improving the math abilities, emergent math skills that Black or African American and SWD students will need in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and Black or African American student groups will participate in the Everyday Math program that has been established as part of the overall instructional program.
- A CBO (City Year) will work in partnership as part of the school's efforts to improve performance in our Black or African American and SWDs subgroups.

Budget and resources alignment

Funding Sources:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2011 and indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.

- Consumable instructional materials for use during the extended day programs.
- Teacher per session (2 days per week) for after school programs and or Saturday Academy (pending funding) and differentiated professional development

ACADEMIC INTERVENTION SERVICES (AIS)

| | 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 | 15 | 10 | N/A | N/A | 10 | | | |
| 1 | 12 | 12 | N/A | N/A | 15 | | | |
| 2 | 12 | 12 | N/A | N/A | 15 | | | |
| 3 | 22 | 30 | N/A | N/A | 20 | | | |
| 4 | 17 | 33 | | | 20 | | | |
| 5 | 15 | 15 | | | 30 | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

| Name of Academic Intervention Services (AIS) | Description |
|--|---|
| ELA | Small group instruction, one-to-one tutoring Wilson, Phonics for Reading, Words are Wonderful, March to March, NYS ELA Before, during (pull-out and push-in) and after-school |
| Mathematics | Small group instruction, one-to-one tutoring Breakaway Math, Focus on Math, March to March, NYS Math, V-Math Before, during (pull-out and push-in) and after-school |
| Science | |
| Social Studies | |
| At-risk Services provided by the Guidance Counselor | At-Risk is provided in a 1:1 setting depending on circumstance if the need cannot be addressed in a small group setting. Individual and group counseling services – referrals to mental health agencies, middle choice options are also provided. |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | |
| At-risk Health-related Services | |

PARENT INVOLVEMENT POLICY (PIP) PS 345

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

FEB 14, 2012

School DBN: 19K345 School Name Patrolman Robert Bolden

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

3-8 ELA: All SWD Hisp ED

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
Data Driven Inquiry - 10 Teachers Per Session for Analyzing student data and using it to drive instruction for SWD. 4:00 - 6:00 p.m.(6 hours per teacher)
Data Driven Inquiry- Collecting & Analyzing SWD Student Data - 15 Teachers Per Sessions - 3:00 - 5:00 p.m. (4 hours per teacher)
Common Core Curriculum Mapping - 14 Teachers per Session for Writing Curriculum Maps aligned to the CCLS - 2 Saturdays - (4 hours per teacher)
Aussie Consultant for Common Core Curriculum Mapping - 2 Saturday Workshops - (1,900.00 per day)
Math Professional Development & Common Core Curriculum Mapping - Approved Vendor(DKS Consultants) - 2 days

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.
10% of Title 1 funds will be used to fund an Assistant Principal. Assistant Principal will provide professional development on a researched based framework to support teacher practice and increase student achievement to address the academic area identified.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
All new teachers will be enrolled in the DOE Mentor Tracking System. Quality Mentoring will provide a research based framework of best teacher practices and high quality professional development. School administrators will monitor and track new teacher's ongoing professional development progress through the Mentor Tracking System.
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.
By January 31, 2012, parents will be notified by letter of the school's identification for school improvement. All school letters will be translated and distributed into a language the parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

| | | | |
|--|----------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Jean Mckeon | District | Borough Brooklyn | School Number 345 |
| School Name Patrolman Robert Bolden | | | |

B. Language Allocation Policy Team Composition

| | |
|--|--|
| Principal Ms. Holt | Assistant Principal Ms. Mason, Ms. LoCoco |
| Coach N/A | Coach N/A |
| ESL Teacher Ms. Bazarov, Ms. Nelson | Guidance Counselor Ms. Kenel |
| Teacher/Subject Area Science Teacher Mr. Batson | Parent Ms. Dana White |
| Teacher/Subject Area Math Teacher Ms. Woodard | Parent Coordinator Ms. Rodriguez |
| Related Service Provider Ms. Braithwaite | Other type here |
| Network Leader Jean Mckeon | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 3 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 701 | Total Number of ELLs | 78 | ELLs as share of total student population (%) | 11.13% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. [①](#)

1a. All students who are registered in PS 345 and are new to the English Speaking Education System, are given the Home Language identification Survey (HLIS) to be completed by a parent. The school supervisors, School Aids, Ms. Martinez and Ms. Aponte, ESL teacher Ms. Nelson, DOE translation team help not English speaking parents in the completion of the form and conduct the survey. They also assist administrators and teachers to communicate with parents/guardians in their native language and explain the program choices. The ESL teachers Ms. Bazarov and Ms. Nelson review the admission list and the HLIS to ensure all procedures are in place for all newly admitted students. Based on the parent responses on the HLIS, language used at home, an informal oral interview with the child in English and in the native language with the help of school aids proficient in Spanish, the decision is made whether the student is eligible for Language Assessment Battery-Revised (LAB-R). When the home language of the family is Bangoli, Mr. Abu para professional, helps to communicate with the family. All ELL students (both in General and Special Education) take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year until they are proficient and ready to exit the ELL program.

1b. After reviewing HLIS and conducting an informal oral interview in English and in Spanish with the help of Spanish speaking school aids Ms. Aponte and Ms. Martinez, ESL teachers Ms. Bazarov and Ms. Nelson administer LAB-R. Those identified as ELLs are administered short Spanish LAB. This year the Spanish LAB was administered by Ms. Aponte and Ms. Martinez, native Spanish speakers and ESL teachers supervising the administration.

1c. At the end of the school year all ELLs are administered NYSESLAT. In order everyone eligible is accounted RLER (LAT) is used. Testing Materials are ordered and sorted out by levels for all four components by Ms. Johnson, who was a testing coordinator last year, and ESL teachers Ms. Bazarov and Ms. Nelson. The test is administered by ESL teachers Ms. Bazarov, Ms. Nelson, and bilingual teachers Ms. Carrillo, Ms. Bortoluzzi, and Ms. Vasquez.

2. At PS 345 parents/guardians are invited to attend an orientation meeting. The invitation is provided in the native language of the population represented at the school. At the orientation meeting, parents have the opportunity to watch a film about the programs of choice in NYC DOE. This presentation helps parents to make the decision about the program choice. The orientation takes place at the start of the school year, in September. This school year it was on September 27, 2011. Ms. Rodriguez, Parent Coordinator, Ms. Bazarov, ESL Teacher and School Aids assisted the parents. Students identified as ELLs are getting the Program Selection Form in English and in Spanish because most of our ELL population is Spanish dominant. The Spanish bilingual teachers Ms. Carrillo, Ms. Bortoluzzi and Ms. Vasquez, as well as Ms. Bazarov and Ms. Nelson, help the parents understand all three program choices. On ELPC screen within ten days of enrollment the ELL parent choice is recorded for all new admits with the home language other than English, and the program in which the student was placed. If Program Selection form is not returned telephone calls are made and parents are invited to school during school hours or after school for further explanation of three program choices. They are assisted by ESL teachers with the help of Spanish speaking school aids and Bilingual teachers.

3. The LAB-R is administered to eligible students based on HLIS review and unofficial interview in English and Spanish. Hand

written scores are used for placing children in bilingual or monolingual classes with ESL pull-out services. Placement is made according to the parent's program selection choice. If the parents do not come to the orientation, they are sent the Parent Survey and Program Selection Form the next day after the orientation. If the Program Selection Form is not sent back telephone calls are being made by the testing coordinator, Ms. Rodriguez and ESL teachers. The program Selection Forms are collected by Ms. Bazarov. The originals are placed in cumulative records of each ELL student. Copies are stored in Ms. Bazarov's classroom. The entitlement letters are distributed immediately after administering LAB-R, the translation in the native language of the family is provided. Students are tested within ten days after being registered in PS 345. The ESL teachers Ms. Bazarov and Ms. Nelson, who administer LAB-R, are responsible for the distribution of entitlement letters. Ms Bazarov keeps the records.

4. The placement of ELL students in bilingual or monolingual classes with ESL pull-out services is based on parental choice. If the parents do not attend the orientation, the program selection form is sent home, translated in the native language of the family. Ms. Rodriguez, Parent Coordinator, and the School Aids as well as classroom teachers help get the program selection forms signed by the parents.

After an ELL student is placed in Bilingual or ESL program, offered in PS 345, parents are sent a placement letter. At the beginning of each school year eligible ELL students are distributed letters of continued entitlement. All records are kept in Ms. Bazarov's room.

5. The trend in program choices that parents have requested is as follows

For school year 2008-2009

Bilingual-53 students

ESL -38 students

For school year 2009-2010

Bilingual-49 students

ESL -43students

For school year 2009-2010

Bilingual-40 students

ESL -43 students

For school year 2011-2012

ESL -42 students

Bilingual -36 students

6. In PS 345 we offer two self-contained bridge Spanish bilingual classes (grades 2/3, 4/5), bilingual class, grade 3 and ESL pull-out program for grades kindergarten through Grade 5 Ells. The program models offered at our school are aligned with parent requests.

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●

This school offers (check all that apply):

| | | | |
|--|------|-----|---------------------------------------|
| Transitional bilingual education program | Yes* | No● | If yes, indicate language(s): Spanish |
| Dual language program | Yes● | No* | If yes, indicate language(s): |

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 78 | Newcomers (ELLs receiving service 0-3 years) | 72 | Special Education | 5 |
| SIFE | 5 | ELLs receiving service 4-6 years | 6 | 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 | 26 | 5 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 36 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 37 | 0 | 9 | 5 | 0 | 5 | 0 | 0 | 0 | 42 |
| Total | 63 | 5 | 9 | 15 | 0 | 5 | 0 | 0 | 0 | 78 |

Number of ELLs in a TBE program who are in alternate placement: 2

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 | 10 | 3 | 12 | 6 | 5 | | | | | | | | 36 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |

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 |
|--------------|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 10 | 3 | 12 | 6 | 5 | 0 | 36 |

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 | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | 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 |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 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: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| | Hispanic/Latino: ____ |
| | Other: ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 10 | 3 | 4 | 6 | 7 | 6 | | | | | | | | 36 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 1 | 2 | 1 | | | | | | | | | | 4 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | 1 | | | | | | | | | | | | 1 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 10 | 5 | 6 | 8 | 7 | 6 | 0 | 42 |

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. In PS 345 we have a student population of 701 students. We offer Grade Three Spanish bilingual class, Two Bridge self-contained Spanish Bilingual classes and an ESL pull-out program for grades Kindergarten through Grade 5 ELLs.

. In the Bilingual classes children are grouped by age/grade level of mixed English language proficiency levels.

. The ESL model works as follows: children of the same grade level are pulled out by the ESL teacher to work in small groups. Sometimes ELL students are placed in groups of different age/grade level to best serve their language needs. As students become more proficient in their command of English, the groups are reviewed and student placement is adjusted further.

1b. In Self Contained Transitional Bilingual classes the Native language support is never zero. Students receive content area

A. Programming and Scheduling Information

instruction in Spanish (Math, Social Studies, Science), while discussions are conducted in English. Native Language Arts is taught daily from 90-45 minutes, depending on the language proficiency level of the students. With proficiency level Beginning and Intermediate students are getting 360 minutes of ESL per week, advanced 180 minutes of ESL and 180 minutes of ELA. The ratios of English and Spanish are adjusted according to the students' ability.

In the ESL model the instruction is delivered only in English with the use of ESL methods. The students are being pulled out in groups according by their grade or language proficiency level. Students with proficiency levels Beginning and Intermediate receive 360 minutes/week, while Advanced are pulled out for 180minutes/week, and receive 180 min./week of ELA instruction in their classrooms delivered by the classroom teacher.

2. Two ESL teachers work with 42 ELL students, out of which 32 in grades K-5 are pulled out for mandated 360 minutes of ESL. 10 students are receiving 180 minutes of ESL instruction per week as well as 180 minutes per week of ELA in their classroom.

2a. 3 Bilingual teachers provide 360 minutes for Beginning and Intermediate students, and 180 minutes for Advanced with 180 minutes of ELA.

3. In two bridge Spanish bilingual classes (1/2, 4/5) and one Grade Three Spanish bilingual class such content area subjects as Math, Science and Social Studies are taught in Spanish. The use of native language helps in comprehending of topics with great demand of abstract thinking. The following materials are used: Social Studies, NYC (Spanish version) and Everyday Math (Spanish version). The ESL teachers provide support in content areas by using ESL strategies and hands-on activities as well as such materials as Oxford Picture Dictionary for the Content Areas and Children's Picture Dictionary.

4. ELSOL is administered twice during the school year. At the beginning of the school year and at the end of the year to evaluate the progress. ELE test is administered at the end of the school year to evaluate Spanish Reading skills.

5a. The academic efficiency of SIFE students are evaluated as soon as they are placed in the program and being addressed on everyday basis in the classroom and during Extended Day as well as by City Year for grades 3-5.

5b. Newcomers with less than three years in US schools are getting instruction with the help of Big Picture books, Picture Dictionaries, and The Song Box Books.

5c. ELLs in grades 3-5 receiving services from four to six years get group and individual academic intervention by City Year and Extended Day Program.

5d. We do not have long-term ELLs.

6. ESL methods are used instructing ELLs. Big Picture Books, Picture dictionaries and songs assist in better and faster acquisition of English. Textbooks used in grades 1-5 are Reading Streets, Social Studies, NYC, Science, Everyday Math. Nine ELL students receive mandated ESL services after their IEP was evaluated. In our school we do not have students with mandated bilingual instruction on IEP.

7. Students with disabilities and their non-disabled peers are being pulled out according their grade level or language proficiency level in the same small groups in order not to isolate students with special needs and give them more confidence.

Courses Taught in Languages Other than English ⓘ

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

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

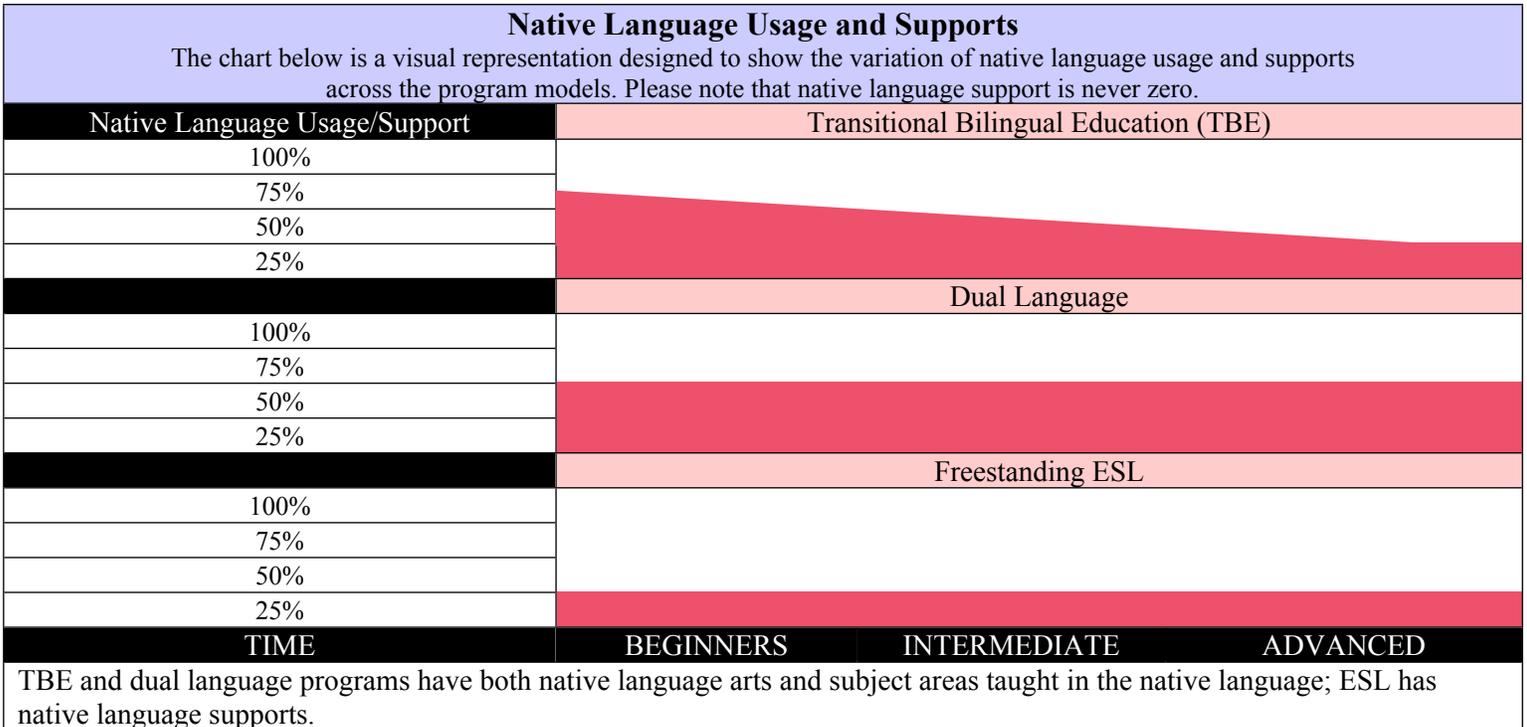
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | Spanish | | | |
| Social Studies: | Spanish/English | | | |
| Math: | Spanish | | | |
| Science: | Spanish/English | | | |

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| 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

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

B. Programming and Scheduling Information--Continued

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

8. All ELLs in grades 1-5 attend Extended Day Program with register no more than 10 students, where their individual academic needs are addressed. New comers favor from vocabulary enrichment and phonics in small group environment. Students in grades 3-5 twice a week, 50 minutes each session, are getting help in such content areas as Math, ELA, Social Studies and Science. ELLs in grades 3-5 are assisted by City Year.
9. ELL students are involved in after school programs and clubs, Star Fish as well as Soccer Art Club and Band.
10. Computers and smart boards are used to assist ELLs. Read Well is used to improve reading comprehension.
11. A wide variety of materials are used to ensure student participation in all academic activities. Everyday in Spanish is used in bilingual classes. Textbooks in content areas are provided in Spanish and in English. Classroom libraries are available both in English and in native language. Books are also available in native language in the school library.
- 12a. All ELLs receive services according their age, grade level.
- 12b. This school year we have after school program for grades 3-5 twice a week, each session 1 hour 15 minutes. The goal of the program is to improve the students' command in English and better understanding of content area subjects. The funding source is Title III. For new comers in grades 1-2 we will have SCS, Supplemental Educational Services.
- 13a. Smart boards and NY Ready are used for grades 3-5.
- 13b. NY Ready in areas of Math and Science is used in after school program for grades 3-5. SCS will be used for grades 1-2 afterschool program.
14. The bilingual teachers facilitate in comprehending content area material. In bilingual classes a textbook BIEN Dicho is used. In ESL classes content area dictionaries are used, as well as English/Spanish content area bilingual glossaries.
15. A team of school staff members including administrators, teachers, DOE Translation Team assist in verbal and written communication and translation services to facilitate parent involvement in school programs, practices, policies and student achievement.
16. During the registration the parents are getting help in filling out and understanding different forms.
17. In monolingual classes with ESL pull-out services the instruction is delivered in English. In Transitional Bilingual classes the content area subjects are taught in Spanish. Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers of ELLs attend Team Meetings as well as workshops to address the best practices of ELLs. The meetings are held weekly. Once a month the Assistant Principal, Ms. LoCoco attends these meetings. In our school we do not have bilingual/ESL coordinators. ESL teachers attend monthly professional development workshops. Bilingual teachers will attend all workshops for bilingual teachers. Bilingual teachers have common preparation periods with monolingual teachers, where they discuss the curriculum.

2. Bilingual and ESL teachers communicate with Ms. Kenel, the Guidance Counselor, regarding ELLs in order to find the best middle school setting for them. The parent coordinator Ms. Roriguez discusses with the parents ways of smooth transition to middle school and shares the feedback with teachers and guidance counselor.

3. Monolingual teachers who have ELLs in their classes work in close partnership with ESL teachers. They also attend workshops and seminars. This year we do not have new teachers who would need 7.5 hours of ELL training.

Paste response to questions 1-3 here

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?

1. The parents attend regular monthly workshops pertaining to ARIS delivered by guidance counselor which help them better understand the progress of their children.

2. City year meet with the parents of new comers to help their children in better addaptation to American Education System. In PS 345 parents communicate closely with administrators, guidance counselor and parent coordinator

3. Guidance counselor and parent coordinator meet the the parents to discuss their needs. The parent coordinator helps the ESL teachers to process the Program Selection Forms, if necessary arranging meetings.

4. Parents help Beeback store, where children can use coupons earned for good behavior, learning and citizenship.

Paste response to questions 1-4 here

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) | 5 | 11 | 2 | 3 | 4 | 4 | | | | | | | | 29 |
| Intermediate(I) | 2 | 4 | 3 | 7 | 2 | 6 | | | | | | | | 24 |
| Advanced (A) | 3 | 0 | 2 | 3 | 6 | 4 | | | | | | | | 18 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | 10 | 15 | 7 | 13 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 6 | 4 | 0 | 0 | 10 |
| 5 | 3 | 5 | 0 | 0 | 8 |
| 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 | | | | | | | | | 0 |
| 4 | | 4 | 0 | 1 | 3 | 1 | 0 | 0 | 9 |
| 5 | | 4 | 1 | 1 | 2 | 1 | 3 | 0 | 12 |
| 6 | 0 | | | | | | | | 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 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 11 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 1 | 0 | 11 | 4 | | | | |
| 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: <u>PS 345</u> | | School DBN: | |
|---|----------------------|-------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Ms.Holt | Principal | | 10/18/11 |
| Ms.Mason | Assistant Principal | | 10/18/11 |
| Ms.Rodriguez | Parent Coordinator | | 10/18/11 |
| Ms. Bazarov | ESL Teacher | | 10/18/11 |
| Ms. White | Parent | | 1/1/01 |
| Ms. Nelson | Teacher/Subject Area | | 10/18/11 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Ms.Kenel | Guidance Counselor | | 10/18/11 |
| Ms. McKeon | Network Leader | | 10/25/11 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19k **School Name:** PS 345

Cluster: 2 **Network:** 211

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.

When parents fill out the Home Language Survey (HLIS), they enter in what language they would prefer to communicate. Most of our ELLs are Spanish speaking. All letters coming from the office are translated in Spanish by bilingual teachers and school aids. The Spanish speaking families are getting letters at the same time with English speaking families. School aids Ms. Martinez and Ms. Aponte help with oral interpretation. They assist Spanish speaking parents. Mr. Abu helps Bengoli speaking parents.

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.

In our school most of ELL population is Spanish dominant and during the registration they were informed that the outgoing written information will be translated in Spanish and the school aids will help with oral interpretation. There are also four Bengoli students and two students speaking different African languages.

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 translation services as well as oral interpretation are provided in-house by Spanish bilingual teachers, school aids and a para professional dominant in Bengali.

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.

Oral interpretation services are provided in school.

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>.

In PS 345 in compliance with A-Z of Section VII of Chancellor's Regulations A-663, Parents Bill of Rights all notices are translated in Spanish, the native language of the majority of ELL population.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|-----------------------------|
| Name of School: Patrolman Robert Bolden | DBN: 19k345 |
| Cluster Leader: Charles Amundsen | Network Leader: Jean Mckeon |
| This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other: |
| Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12 |
| Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 10/18/2011

English Language Learners (ELLs) in grades 1 - 5 participate in the extended day program of 50 minutes on Tuesdays and Wednesdays from 2:50pm - 3:40pm. Additionally our ELL students in grades 3 -5 participate in our after school program from 3:45pm - 5:00pm on Tuesdays and Wednesdays following extended day to facilitate their command in English. During our extended day our ELL students are being served in small groups of ten students per teacher by our Bilingual and ESL Teachers. Our After school program is staffed by two of our bilingual teachers and one ESL teacher. The following scientifically based research and Common Core Standards Aligned materials are utilized during the After school and extended day: NY Ready ELA and Math and Passageways for ELA which provides our ELL students with additional Non- Fiction reading materials. Our Saturday Academy is scheduled to begin in early January and will run until mid April from 9:00am - 12:00pm. Saturday Academy will be staffed by one ESL teacher and two of our bilingual teachers.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 09/07/2011

The rationale of professional development is to provide our staff responsible for delivery of instruction and services to our ELLs with access to support and the latest advancements their field, assist them in learning about new methods and strategies in teaching ELLs. ESL and Bilingual teachers receive training monthly from our CFN 211, The Aussie Consultant and Assistant Principal. The sessions focus on the development of strategies in the areas of the second language acquisition, differentiation of instruction to meet the needs of various learners, common core learning standards, scaffolding instruction and integrating content and language goals for ELLs. Professional development is provided in house on a By Weekly basis by our Aussie consultant, and the Assistant Principal. Our instructional team offers P.D. once a month on Thursdays after regular school hours from 3:45 until 5:00 PM on the last Thursday of the month.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We feel that parental engagement activities secure parental support and involvement in curriculum and instruction. Our Parent workshops alternate from the beginning, middle and end of the month to give parents the opportunity to participate. Parent workshops are given once a month at 9:00am and information is distributed to the parents via our monthly calendar in English and Spanish that our students back pack home. These calendars are used to inform parents of upcoming workshops and events. Parents enjoy learning about the school community and the different languages spoken. Workshop topics include ARIS parent link, Common Core Learning Standards, homework help, Domestic violence, access to services, academics, as well as the educational focus of the school. Ms. Rodriguez, the Parent Coordinator, Ms Woodard, the Math Coach, and Ms. Kenel, Guidance Counselor and outside consultants facilitate these one hour monthly workshops.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-------------------|-----------------|---|
| (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |