



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BAYARD RUSTIN EDUCATIONAL COMPLEX

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M440

PRINCIPAL: LISA OSTROM EMAIL: LOSTROM@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lisa Ostrom	*Principal or Designee	
Alan Goroff	*UFT Chapter Leader or Designee	
Chimene Green	*PA/PTA President or Designated Co-President	
George Kalimniou	DC 37 Representative, if applicable	
Devin Boney Smith Riley	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John McCurley	Member/ President	
Jessica Marquez	Member/SLT	
Carlean Ingram	Member/SLT	
Jadaya Maybury	Member/SLT	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Track and monitor student progress in credit accumulation and regents exams toward graduation.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Using data from ARIS, ATS, STARS and LMG Data System, student profiles will be created; based on student profiles, administrators, guidance and teachers will identify students are overage and under credited as well as those both on-track for graduation and close to on-track.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
Students will be identified in October as needing Regents exams and/or being under credited. These students will be assigned to Regents review classes; credit recovery in PM and Saturday school, and after school tutoring throughout the school year as well as ESL tutoring for our ELL population. Additional opportunities will be available in an optional 1st period business class as well as during lunch time credit recovery and tutoring sessions. Teachers will review student progress reports at regular intervals; scholarship data will be reviewed after each marking period and each semester and teacher/guidance/administrator teams will meet with students and update planning.
Teachers and guidance will work with the Network data specialist, LMG Data System advisors and administrators to review and assess student data, create strategic plans and implement strategies as well as track the effectiveness of these plans. This work will be ongoing, with special emphasis on review of data at the close of each marking period and after January Regents results.
A Professional Learning Community will begin meeting in November to review school wide and subject area instructional effectiveness; make curricular and instructional decisions and track implementation and success. All teachers will also meet daily during 1st period to work in Inquiry groups around target student groups in need of Attendance Improvement, Credit Accumulation, and Regents Exams. Teachers will also work in subject area groups to create common curriculum and formative and summative assessments and to review student work collaboratively. Teachers will also review and discuss scholarship reports with administrators to ensure effective planning.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent letters and student profiles will be sent home to inform parents/guardians of their student's academic progress; inform parents of what credit recovery classes their children have been assigned; make them aware of tutoring opportunities as well as to encourage them to meet with teachers, guidance and administrators to discuss their child's individual needs. All letters will be translated into both Spanish and Chinese so all parents will be able to access the information.

Saturday workshops will be held to meet both in small groups and individually to discuss student progress and inform parents of alternative placement and transition options for their children. We will also hold workshops for parents on college readiness; the college application process and financial aid. Breakfast and metro cards will be available for all after-school and Saturday events to encourage all parents to attend and translation for our Spanish and Chinese speaking parents will be available.

Phone Master calls will be made announcing all important dates and events in English, Spanish and Chinese and personalized calls will be made regularly to parents of students targeted for attendance improvement, increased credit accumulation and tutoring services.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As a phase out school, this does not apply.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
BREC has a full time SAPIS counselor who works with students both individually and in small groups. Among services provided are assistance with housing needs, social and emotional problems and referrals to other appropriate services. The SAPIS counselor also works with our students in temporary housing to ensure they are able to attend school regularly and have the school supplies necessary to be successful in the classroom.
We also work with Sports & Arts, an NCLB SES provider to offer on-site tutoring services in literacy and math year round.
In addition, we are partnered with the Council for Unity (CFU), which offers students positive alternatives to violence and gang affiliation, promotes safety, unity and community and extols education as the key to future success. CFU partners with a social studies teacher to teach two elective classes, offers student workshops and is a resource for all BREC students. The Humanities Campus also has a Mt. Sinai Hospital clinic in the building that provides a myriad of health and social/emotional services and referrals for our students to ensure they are healthy and able to attend classes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Session has been scheduled for the following:

FSF: guidance counselor- to meet with students, update transcripts; program students for PM and Saturday school; Supervisors- for PM and Saturday school and for planning and implementing professional development; teachers- for enrichment activities; academic tutoring; credit recovery programs

Title I: Teachers- to work at parent activities to promote parent involvement; credit recovery in PM and Saturday school.

Title I Translation: Teachers- translation of informational fliers and phone calls to Spanish and Chinese speaking parents.

Title III: Teachers- for after school tutoring of ESL students

ARRA RTT Data Specialist: Supervisor for data analysis and providing professional development for teachers.

OTPS has been scheduled for the following:

FSF: School Leadership Team payments; LMG Data System with 10 hours of PD.

Title I: 1% for Parent Involvement; 5% for HQ (to be used for professional development); 10% for Professional Development; educational consultants to work with teachers in professional development; educational consultants to work directly with students in the classroom; trips and admissions to cultural and educational institutions for student enrichment.

Title III has been scheduled for the following:

Rosetta Stone online language acquisition program; supplemental classroom supplies.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In an effort toward students' college readiness, teacher teams will develop and implement a CCLS task as part of a curriculum unit in ELA and math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We are implementing this initiative as part of the Citywide Instructional Expectations for school year 2011-12 as per the Chancellor's mandates.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: Activities will be designed to build student ability to comprehend texts of increasing complexity in ELA and to be able to use mathematical reasoning in real world problems. ELA and math teachers will collaborate to look at student work and develop and implement appropriate action plans based on the assessment of the student work. The ELA and math teams will create at least one CCLS aligned task as part of a curricular unit by February 2012, which will be reviewed by a Network instructional coach and will implement that task by March 2012. All CCLS tasks will be teacher created and will be graded by subject teams using a shared rubric. That student work, will in turn, be shared with all teachers to create a new round of looking at student work to plan curricular decisions for the remainder of the school year.

In order to facilitate teacher effectiveness, lead ELA and math teachers will attend a series of CCLS workshops offered by the TSN Network, and all ELA and math teachers will work collaboratively as subject teams as well as with Aussie coaches and will attend other selected professional development workshops offered by other education organizations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly PA meetings will keep parents apprised of the progress teachers are making in the classroom as well as in curriculum development, and SLT members will have input into the planning process for implementation.

As an additional means of creating an awareness of the Common Core Standards, we will provide informational fliers for parents describing the benefits of the Common Core Learning Standards in college readiness.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As a phase out school, this does not apply; however, we will be using this setaside as a source of additional funding for additional professional development services.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our work with the SES provider, Sports & Arts will help assist with our efforts to build our students' skills in literacy and math, thereby helping prepare them for the CCLS task they will be engaging in.
- Our SAPIS counselor will also continue to work with students as will our Council for Unity liaison to assist students with social/emotional as well as economic and academic needs in order to ensure success in school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Per Session has been scheduled for the following:
- FSF: Teachers- for teacher coaches to attend and turnkey professional development in the CCLS; curriculum development
- ARRA RTTT Citywide Instructional Expectations: Teachers- curriculum development; Supervisor- Professional development; curriculum development
- OTPS has been scheduled for the following:
- FSF: Supplies: general supplies for professional development workshops and curriculum development;
- Title I: 1% for Parent Involvement; 5% for HQ (to be used for professional development); 10% for Professional Development, including workshops, books; educational consultants to work with teachers in subject areas as well as individually

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To effectively ensure that at least 90% of students on register in June 2012 will have either graduated or be on track to graduate in August or have a plan to transition to an appropriate setting where they can work toward completing graduation requirements.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

BREC will be closing in June 2012 and many students will not be able to graduate at that time. Therefore, there need to be plans in place and students need to be made aware of their options for transition so that they will be able to continue and complete their educations through graduation.

These students will be identified and tracked throughout the school year using the data available from ARIS, ATS, STARS, the LMG Data System and the High School Data Tool.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: Attendance team, guidance team and inquiry teams will create individual plans for each student using High School Data Tool, LMG Data System, ARIS, ATS and STARS.

All over-age and under-credited students will meet with a staff member to review student profiles created by the High School Data Tool and create individual Long Range Educational Plans at least once in the fall semester and at least once in the spring semester. These plans will be recorded in iLog as well as in our LMG database.

All graduating seniors will also meet with staff to discuss their long range plans and to assist them in preparing for transition to college or career.

SLT members will discuss and plan strategies for engaging parents in the transition process and for making sure all parents are well informed before the school closes in June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Report cards will be mailed home for all marking periods that do not include Parent Teacher Conferences so that parents are informed about their child's current academic progress. Parent letters and calls will be made at appropriate intervals throughout the school year with both general and student specific information. All parents of students in need of credit recovery will receive a letter indicating what specific credits their child needs to achieve for graduation during the fall semester and again in the spring semester. Letters to parents informing them of the need for parent conferences for overage-under credited students urging parents to come and discuss transition options will go out in October and again in February. Phone Master calls will be made at least once before a Saturday parent workshop; individual outreach calls will be made by May to all parents/guardians of students who are not on track to graduate in June. An informational session about Transfer schools and YABC programs will be held in early spring.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As a phase out school, this does not apply.

Service and program coordination

- We will continue to use our SES provider to provide tutoring for students in ELA and math to help them to attain the skills they need to pass Regents exams and be successful in their classes. We will also continue to use our SAPIS counselor and the services of Council for Unity to assist our students in other areas of need so that they can continue to come to school, attend classes and be successful in their academic endeavors.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Session will be scheduled for the following:

FSF: guidance counselor- to meet with students, update transcripts; program students for PM and Saturday school; Supervisors- for PM and Saturday school; teachers- for academic tutoring; credit recovery programs

Title I: Teachers- to work at parent activities to promote parent involvement; credit recovery in PM and Saturday school.

Title I Translation: Teachers- translation of informational fliers and phone calls to Spanish and Chinese speaking parents.

Title III: Teachers- for after school tutoring of ESL students

ARRA RTT Data Specialist: Supervisor-for data analysis.

OTPS has been scheduled for the following:

FSF: School Leadership Team payments; LMG Data System with 10 hours of PD.

Title I: 1% for Parent Involvement, including refreshments, metro cards for parent meetings and postage for mailings; educational consultants to work directly with students in the classroom;

Title III: Rosetta Stone online language acquisition program; supplemental classroom supplies; parent involvement for parents of ELL students.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 will 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;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All teachers will also meet daily during 1st period to work in Inquiry groups around target student groups in need of Attendance Improvement, Credit Accumulation, and Regents Exams. Teachers will mentor each other as they work in subject area groups to create common curriculum and formative and summative assessments and to review student work collaboratively. Teachers will also review and discuss scholarship reports with administrators to ensure effective planning.

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.

Parent letters have been sent home to inform parents/guardians of the school's status as a phase out school. Parents are informed of their student's academic progress; of what credit recovery classes their children have been assigned; made aware of tutoring opportunities as well as to encourage them to meet with teachers, guidance and administrators to discuss their child's individual needs. All letters will be translated into both Spanish and Chinese so all parents will be able to access the information.

Saturday workshops will be held to meet both in small groups and individually to discuss student progress and inform parents of alternative placement and transition options for their children. We will also hold workshops for parents on college readiness; the college application process and financial aid. Breakfast and metro cards will be available for all after-school and Saturday events to encourage all parents to attend and translation for our Spanish and Chinese speaking parents will be available.

Phone Master calls will be made announcing all important dates and events in English, Spanish and Chinese and personalized calls will be made regularly to parents of students targeted for attendance improvement, increased credit accumulation and tutoring services.

Report cards will be mailed home for all marking periods that do not include Parent Teacher Conferences so that parents are informed about their child's current academic progress. Parent letters and calls will be made at appropriate intervals throughout the school year with both general and student specific information. All parents of students in need of credit recovery will receive a letter indicating what specific credits their child needs to achieve for graduation during the fall semester and again in the spring semester. Letters to parents informing them of the need for parent conferences for overage-under credited students urging parents to come and discuss transition options will go out in October and again in February. Phone Master calls will be made at least once before a Saturday parent workshop; individual outreach calls will be made by May to all parents/guardians of students who are not on track to graduate in June. An informational session about Transfer schools and YABC programs will be held in early spring.

**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 José Ruíz	District 02	Borough Manhattan	School Number 440
School Name Bayard Rustin Educational Complex			

B. Language Allocation Policy Team Composition [?](#)

Principal Lisa Ostrom	Assistant Principal Jackie Serna
Coach N/A	Coach N/A
ESL Teacher G. Xing / ESL	Guidance Counselor Jane Callendar
Teacher/Subject Area Karla Nolasco /ESL & NLA	Parent Chimene Green
Teacher/Subject Area Milene Pertuz-Soto /Math	Parent Coordinator Carmen Muñoz
Related Service Provider Erica Black /Speech	Other Steven Tousley / ELL Coordinat
Network Leader Steve Chernigoff	Other Jose Ruiz / Cluster Leader

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	2	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
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	242	Total Number of ELLs	63	ELLs as share of total student population (%)	26.03%
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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. 

1. As a phase-out school scheduled to be closed in June 2012, we no longer receive new students who need to be administered the Lab-R exams. However, the structures that have always been in place for the identification and placement of ELL's are as follows: The completion of the HLIS is carried out by the Guidance Counselor, Parent Coordinator, A.P. Guidance/Organization and the ESL Coordinator, together with the appropriate language interpreter (English, Spanish or Chinese) so that parents fully understand which ESL programs and options are offered by our school. The ESL Coordinator conducts an informal interview with students asking a series of basic to more complex questions in English in order to determine the students' level of English oral proficiency. An informal interview was conducted in the students' native language also by licensed Bilingual Guidance Counselors working with the team—although, as stated before, as a phase-out school, we no longer have a Bilingual Chinese Guidance Counselor on staff, but do have a Chinese-speaking licensed ESL teacher. The parents receive a program selection form to be used by the school to place students before taking the LAB-R. Students new to the NYC system are administered the Lab-R by the ELL Coordinator and licensed ESL teachers within the first ten days to determine entitlement and placement. All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the LAB-R are administered the Spanish LAB only once during the same testing period by the ELL Coordinator in order to determine language dominance for instructional planning in providing bilingual and ESL services. After taking the Lab-R, parents are informed by mail of their child's entitlement and placement. Our school currently offers the following three programs to ELLs: ESL Freestanding, Spanish Bilingual and Chinese Bilingual. Parents are informed of the State's annual NYSESLAT exam used to gather data regarding students' progress. This is the only exam used to determine an ELL's readiness to be removed from ESL/Bilingual services. The RLAT report in ATS is used to determine yearly for the NYSESLAT which is administered by the licensed ELL Coordinator and pedagogues licensed in ESL and trained in the administration of the test and who ensure that all students and parents are informed well in advance of the test of the necessity of completing all four parts exam and the implications of NYSESLAT results.

2. Parents view an informational video explaining the programs available to ELLs and complete the selection form that is returned to the AP Admin. and the forms are evaluated by the licensed A.P./ Guidance and the licensed ELL Coordinator who adjust the student's program to meet his or her needs. Parents are kept informed via mail and contact with the Parent Coordinator who also calls parents for special events or for academic intervention services. Students are placed in the program selected by parents within 1-8 school days.

3. All entitlement letters are mailed and parents are provided contact information of personnel available to answer any questions and provide clarification of a placement or program. This is done at the start of each school year for students who took the previous spring's NYSESLAT and continues year-round for new admits. Parents of these students are also informed by the ELL Coordinator of the LAB-R results and entitlement. When Program Selection form are not returned, the procedure described in #1 is followed. The collection of forms is carried out by the ELL Coordinator with the Parent Coordinator and the A.P./ Organization. The forms are stored in the school's Office of ELL/Bilingual Services.

4. Please see # 1 above for description of procedures used to identify and place the cohort of students remaining at our school and personnel responsible for communication with parents regarding changes in entitlement and placement. We are a phase-out school closing in June 2012 and have not had incoming students in the past several years.

5. Parents of our students have generally leaned toward choosing the Bilingual programs as before becoming a phase-out school,

we always received many newcomers throughout the year and many transfer students who arrived with HLIS status already completed by the regional office or the student's JHS. The number of students in our programs for ELLs has decreased drastically in the past few years since our school is now being phased out and currently consists of students in the 12th-grade cohort with a small number of students from this cohort in 9th, 10th and 11th grades based on the number of credits they have completed. This year we have 48 students in Transitional Bilingual and 15 in Freestanding ESL.

6. All ELL programs satisfy parental 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 <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish, Chinese
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	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	10	6	32	48
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	2	1	11	15
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	12	7	43	63

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	3
SIFE	26	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	16

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		
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	Total
TBE	29	8	0	13	12	0	6	6	0	48
Dual Language										0
ESL	1	0	0	4	0	1	10	1	6	15
Total	30	8	0	17	12	1	16	7	6	63

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											9	6	23	38
Chinese											1	0	9	10
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	10	6	32	48									

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	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: ____
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										1	2	1	8	12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													3	3
TOTAL	0	1	2	1	11	15								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Delivery of instruction

The organization models are Self-Contained and Push-In. ELLs are placed according to NYSESLAT and LAB-R scores.

We offer beginners' bilingual classes that are blocked with the same proficiency level. Other classes are Ungraded with the same proficiency level.

2. The ELL Coordinator, Guidance Counselors and Assistant Principal carefully evaluate NYSESLAT and LAB-R scores to determine the amount of instructional time which exceeds the time required under CR Part 154. This includes ESL and ELA instruction. Each class period is 46 minutes. The beginning level receives 690 minutes of services, the intermediate students 430 minutes of services and the advanced level students receive 230 minutes of ESL and 230 minutes of ELA. Instructional time is calculated by amount of period per day times 5 days. In addition, Bilingual students receive 45 minutes of NLA instruction per day.

3. The content areas are transitional bilingual to mostly English, Push-in and ESL freestanding using ESL methodology, mainly through scaffolding. The instruction must be rich in literacy and content. Language development is scaffolded, tapping into students' prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in their lives outside school. In Push-In classes there is a content area teacher and an ESL/NLA teacher who collaborate. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. All ESL teachers integrate comprehension strategies in their daily planning.

4. Students in our Spanish and Chinese TBE programs are evaluated in their native languages by classroom teachers fluent in those languages and by taking Regents exams in their native languages.

5. a. Due to the decrease in staff and student population as a result of our school's phasing out, we can no longer offer a 90 minutes x 5 times per week self-contained block to SIFE students as we have in the past. Our few remaining SIFE students, like all ESL levels have a double period block in which teachers are able to implement the readers and writers workshop and the ramp-up (RU) models in which students explore and develop literacy skills.

b. All newcomers and those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (R) daily as well as in an ELA class on the same level that is literature-based (T). The annual NYSESLAT will determine if ELLs are progressing. In addition, we have an on-going after-school and Saturday program. All ESL teachers have been trained in developing comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements. This is also aligned with and reinforced in NLA and ELA classes.

c. Our plan for students receiving 4 to 6 years of service addresses our students' demonstrated difficulty with reading and writing skills. Our efforts aim to strengthen student comprehension and expose them to texts. Students have daily reading with a guided activity that the teacher models.

Again teachers use training to develop comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements

A. Programming and Scheduling Information

and this is reinforced in NLA and ELA classes.

d. Long-Term ELLs who demonstrate a need for more than the prescribed time to achieve proficiency in English continue with services until they test out via the NYASESLAT. These ELLs are also encouraged to attend the after-school and/or Saturday programs and these students receive Academic Intervention Services that range from ESL Literacy to Regents Prep. Focus is on developing strategies to improve passing rates on the ELA, a major hurdle for many of our long term ELLs. In ESL Literacy lessons, teachers will engage students in tasks that will allow them to develop all four communication skills (L,S,R,W) from practicing reading aloud with confidence, accuracy and fluency to demonstrate understanding and convey meaning (B), to discussing and writing letters about something they would like to see changed in their school or city (I), to responding to literature by writing short stories or essays on a topic and noting the elements of theme, setting, characters, problem and resolution.

6. A variety of instructional strategies are used to both provide access to ELL-SWD's to academic content and improve English language skills in student's content area classes and Resource Room periods. Teachers have leveled libraries in class and use a wealth of visual aids and graphic organizers, support language interactions with preview/review of language forms, provide many hands-on experiences to allow students to learn using haptic processing skills, introduce new concepts via essential academic vocabulary, structure many opportunities for peer-to-peer interactions and cooperative learning activities, guided reading, lesson plan/unit outlines, Anticipation Guides and Directed Reading Thinking Activities (DRTA).

7. Students with special needs receive ESL services that are determined by their LAB-R and/or NYSESLAT scores. These students are also encouraged to attend tutoring, Title III after-school and Saturday programs.

The targeted intervention programs for Spanish and Chinese Bilingual students include: Regents Prep during school for all content classes, P.M School and Saturday Academy for credit accumulation and Regents prep. Title I funds are used to support ELLs in need of credit and Title III funds are utilized for after-school, before- and during school instructional activities and support.

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

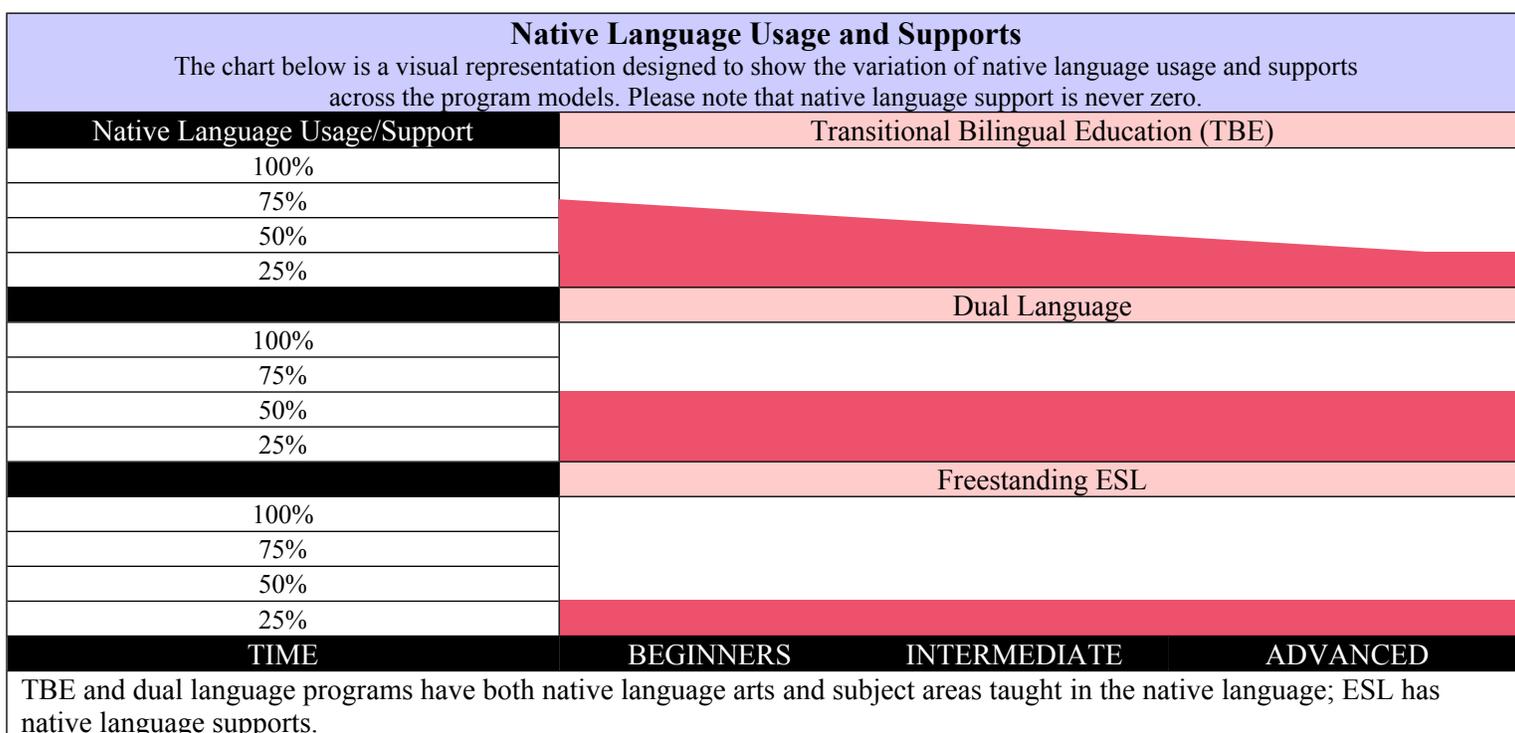
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish/Chinese			
Math:	Spanish			
Science:	Spanish			

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

Beginning	Intermediate	Advanced
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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

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. The targeted intervention programs for Spanish and Chinese Bilingual students include: Regents Prep during school for all content areas; Saturday Academics for credit accumulation and Regents prep; Title I funds used to support ELLs in need of credit and Title III

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. The targeted intervention programs for Spanish and Chinese Bilingual students include: Regents Prep during school for all content classes, Saturday Academy for credit accumulation and Regents prep. Title I funds are used to support ELLs in need of credit and Title III funds are utilized for after-school and Saturday academy for instructional activities and support.
9. ELLs reaching proficiency on the NYSESLAT receive transitional support during the school day. Students may still continue to receive ESL services since funds are already allotted. For Regents exams, students continue to be provided extended time during the transitional period. Students are recommended to take a college writing class and Guidance staff monitors progress of these students.
10. We will continue to focus on ELL participation in ELA Regents prep as passing the ELA exam continues to be the greatest challenge.
11. As a phase-out school with a diminishing population, we will discontinue the beginner self-contained/block classes for SIFE students.
12. All ELLs are included in after-school and supplemental services. We have a credit recovery program in which they participate. Title 3 instructional programs are structured to allow ELLs to make gains in English proficiency and provide access to Regents prep with literacy support. NLA support is in Regents prep for those who are taking Regents exams in their native language.
13. Instructional materials used to support ELLs in content areas and language development include: meaningful, real-world academic and literary texts and realia, technology used for gathering research and to develop writing skills, print-rich and visual aids with overheads and charts (T-charts, diagrams, graphic organizers and collaborative activities done as group projects). Classes use a thematic approach, cooperative learning/social interaction and are modeled with real-world materials. These are read-alouds and silent reading involved in lesson development. Teachers focus on building reading comprehension skills by having a readers & writers workshop and RU models in all ESL classes.
14. Native language support is delivered through the study of literature in a student's native language which is aligned with NYS learning standards for NLA. Teachers model literacy skills in the NL using thematic readings in an academic context. Students engage in accountable talk and discussion in their native languages. As students proceed to higher levels of NLA, there is a greater emphasis on literary elements and task 1-4 which support the ELA Regents.
15. ESL classes have mixed grades with mixed ages. Our ELLs are leveled according to reading and writing scores on the NYSESLAT and LAB-R. Teachers examine this data to differentiate instruction according to students' needs. Students can be grouped according to weaknesses and teachers form stations where parts of the lesson can focus on specific needs.
16. The school is phasing out and therefore offers no activities for newly enrolled ELLs. For the last three years, no freshmen classes were admitted.
14. Language electives for ELLs include college writing, theater & writing, foreign language classes as well as A.P. English and NLA.

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)?

N/A

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. Professional Development

This year we have again seen a sharp reduction in our ESL staff as a result of excessing in our phase out school. All staff working with ELL's : teachers, guidance counselors, our A.P.O, secretary of Pupil Personnel Services and the Parent Coordinator will continue honing skills in these areas of focus of recent years at our school:

Scaffolding

- Making meaning explicit
- Leveled libraries with literacy support
- Engaging students in authentic work
- Learning in group settings

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers & Writers workshop / RU model
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Ramapo

- Classroom strategies
- Instructional techniques for ELLs and non-ELLs

Teaching Language Through Content

- Content based instruction- teaching content and language with thematic inquiry
- ESL approaches in the development of thematic units
- Curriculum mapping and thematic units
- Understanding by Design

Professional Development days are: 10/3/11, 11/7/11, 12/5/11, 1/9/12, 2/6/12, 3/5/12, 4/2/12, 5/7/12 as well as daily during 1st period

Common Planning Meetings.

2. As a phase-out school, our current students are in the 12th grade cohort and any new students would be transfer students in this cohort.

3. All staff has required hours of professional development on writing across the curriculum and specific ELL methods training which includes the previously mentioned instructional strategies and use of materials to foster progress of ELL students. These professional development sessions spread out over a number of first period common planning sessions and records of these sessions are maintained in the office of the ELL Coordinator.

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?

Parental Involvement

1. Our school's Parent Coordinator keeps parents informed and invites them to school activities and functions including PTA meetings, college application and financial aid meetings, parent-teacher conferences, redirection meetings with the Principal and Assistant Principal for students who will not have completed all requirements for graduation when the school closes in June 2012, as well as social functions. She also keeps them abreast of District-wide events.

2. At this time we do not partner with outside agencies and any workshops or services to ELL parents are provided by the Parent Coordinator and the school staff.

3. We have on site bilingual personnel to assist parents with any needs. Our bilingual Parent Coordinator communicates with parents via telephone, personally and through use of Phone Master in addition to correspondence to keep parents informed as well as to ascertain any further needs they may have that we might address.

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3. We have on site bilingual personnel to assist parents with any needs. Our bilingual Parent Coordinator communicates with parents via telephone, personally and through use of Phone Master in addition to correspondence to keep parents informed as well as to ascertain any further needs they may have that we might address.
4. All information is distributed to parents in their native languages. In addition, we have bilingual staff that supports all parents in the activities described above and during school events or when parents visit the school.

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)										0	4	3	8	15
Intermediate(I)										0	2	0	17	19
Advanced (A)										1	2	1	7	11
Total	0	0	0	0	0	0	0	0	0	1	8	4	32	45

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											2	2	6
	I											3	1	11
	A											1		7
	P										1	2	1	8
READING/ WRITING	B											4		6
	I											2		19
	A										1	2		7

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P											0		0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
5									0
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									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	73		20	
Integrated Algebra	34	29	0	1
Geometry	4	0	2	
Algebra 2/Trigonometry	8	0	0	
Math	0	0		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology	0	0		
Chemistry	0	0		
Earth Science	2	0	0	
Living Environment	7	22	1	6
Physics	0	0		
Global History and Geography	34	26	0	0
US History and Government	80	59	7	12
Foreign Language	22		22	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	16	4	6	10				
Chinese Reading Test	2	2	2	0				

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.

- As a phase-out school, we did not receive new students whose literacy skills had not been tested. Our current students were tested as described elsewhere in this narrative.
- Data patterns across the proficiency levels on the NYSESLAT reveal that our students continue to perform predominantly on the Intermediate level. Typically many SIFE students at our school need two years of intensive English before advancing.
- Patterns across NYSESLAT modalities indicate the need to make a goal of instruction again this year to improve students' reading, writing and basic literacy skills. Many of our ELLs demonstrate low L1 literacy and this affects LS acquisition. Teachers will continue to focus on instructional strategies to improve students' reading and writing skills. Interdisciplinary lessons will be a main focus and we will continue our implementation of writing across the curriculum- by ALL pedagogues and not only in ESL/ELA classes- in an effort to ensure success on the ELA Regents- the greatest challenge to many of our ELLs.

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

School Name: <u>Bayard Rustin Educational Cplx</u>		School DBN: <u>02M440</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Ostrom	Principal		
Jackie Serna	Assistant Principal		
Carmen Muñoz	Parent Coordinator		
G. Xing	ESL Teacher		
	Parent		
Milene Pertuz-Soto	Teacher/Subject Area		
Marian Young	Teacher/Subject Area		
	Coach		
	Coach		
Jane Callendar	Guidance Counselor		
	Network Leader		
Steven Tousley	Other <u>ELL Coordinator</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M440 **School Name:** Bayard Rustin Educational Complex

Cluster: _____ **Network:**

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.

Using the data gathered from the HLIS and UPPG reports in ATS, information provided on students' emergency contact cards and results of the informal interviews with students, we are able to assess the translation and oral interpretation needs of our school community.

We have on site bilingual personnel to assist parents with any needs. Our bilingual Parent Coordinator communicates with parents via telephone, personally and through use of Phone Master in addition to correspondence to keep parents informed as well as to ascertain any further needs they may have that we might address.

All information is distributed to parents in both English and in their native languages.

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.

Our findings, shared with the school community via written correspondence, indicate that of the nine primary languages identified by the Department of Education, we have more than 10% of our population requiring translation/interpretation services in Spanish and Chinese (76 parents who need translation/interpretation services in Spanish and 22 in Chinese).

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 school written communications regarding parent/teacher conferences, students' progress and attendance, school activities, etc. are translated by in-house staff into Chinese and Spanish. Critical documents translated by the Translation and Interpretation Unit of the DOE are also provided.

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.

When parents in need of interpretation services come to the school for any reason, bilingual teachers and counselors are on hand to provide the interpretation services. On Open School Evening and Afternoon, parents are made aware of the availability of DOE-provided interpretation services.

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 are notified of translation and interpretation services at orientation meetings, via letters sent home and via telephone using the Phone Master.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: OGlenn

Borough: Manhattan District: 02 School Number: 440 School Name: Bayard Rustin Educ. Complex
Cluster Leader: JRuiz Network Leader: Chernigoff Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No Comments: Insert supplementary instructional materials to be used shown in budget chart.
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No Comments:
Parent Activities	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No Comments:
Budget	<input checked="" type="radio"/> Yes <input checked="" type="radio"/> NA (Title I SWP)	<input checked="" type="radio"/> No <input checked="" type="radio"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="radio"/> No <input checked="" type="radio"/> Date: 2/09/2012 Senior ELL CPS: OGlenn		
Additional Comments:		