



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : COMMUNITY SCHOOL 134 – GEORGE BRISTOW ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12/BRONX/134X

PRINCIPAL: KENNETH THOMAS EMAIL: KTHOMAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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](#).

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

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

- Based on the results of the 2011 NYS ELA summative assessment, students demonstrated an increase in performance except for the ELL and SWD subgroups. Students will increase performance by 5% on NYSRLA examinations by June 2012.

Comprehensive needs assessment

- WRAP and benchmark assessments will be utilized to determine Fountas and Pinnell independent reading levels.
- This information will be recorded on the Student Progress Monitoring spreadsheet in 4-6 week cycles for analysis by supervisory and inquiry team members in order to provide necessary on-going additional support for students not making adequate progress.

Instructional strategies/activities

- a) Fountas & Pinnell and WRAP assessment results will be administered to determine the needed reading strategies.
- b) Teachers will provide personalized instruction to all students and identify needs to implement diverse differentiated practices based on ACUITY results.
- c) Provide Wilson Reading and Reading Reform support for targeted students in phonics, fluency and comprehension.
- d) Provide flexible small group instruction in grades 3-5 based on predictor results through a reading intervention academy.
- e) Provide AWARDS (grades K-2 intervention program)
- f) Build on comprehensions skills through Making Meaning and Rowland Reading programs as well as using the Shared Inquiry approach.
- g) Teachers will promote higher order thinking through quality questioning techniques.
- h) Increase the utilization of technology in the classroom.

Strategies to increase parental involvement

- Monthly parent advisory committee will hold meetings to present overall goals for the school, grade, and specific class.
- Individualized student goals are forwarded to parents on a monthly basis.

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.

N/A

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.

N/A

Budget and resources alignment

- The Inquiry Team will review with teachers their error analysis of running records to ensure their alignment with appropriate strategies and their effective use for promoting student progress. The Inquiry Team will also target aged out students who need additional support to reach grade and academic age appropriate levels.
- The supervisory staff (through regular observations and immediate feedback) will support the development of teacher practice based on the Danielson Domains of Teaching Practices.
- Teachers are trained on Reading Reform and are provided in-school support.(Title I)
- On-going support by UFT Teacher Center.
- On-going support provided to teachers utilizing Early Childhood program (Superkids).
- Additional training sessions provided by Fordham Partnership.
- UFT Teacher Center seminars for teachers.
- After School Academy (ARRA)

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

- By June 2012, students will demonstrate progress towards achieving standards as measured by a 5% increase in students scoring at Level 2 & 3 on the NYS Mathematics exam.

Comprehensive needs assessment

- The Everyday Mathematics program unit assessments will be administered during the school year in 4-6 week cycles.
- Class monitoring documents will be updated at the end of each assessment (4-6 week cycles) and collected by Inquiry Team to determine if adequate student progress is being made, and identify “next steps”.
- Administration will monitor student progress and identified next steps to ensure lesson planning reflects students’ needs are being addressed.

Instructional strategies/activities

- An AIS teacher will provide additional support to all holdover and over-aged students (students targeted by the Inquiry Team). Instruction will be provided at a ratio of 8:1.
- Math intervention program will be in place.
- After school services will be provided by qualified mathematics teacher to all students in the lowest one third three days per week, one hour per day.

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.

N/A

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.

N/A

Budget and resources alignment

- a. Collaborative consultations occur between teachers and AIS staff during grade conferences to ensure appropriate groupings and customized supports are provided to students.
- b. Supervisory staff provided professional development on the program and materials utilized during the after school program.
- c. After School Academy (ARRA).

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

- The number of students with disabilities mainstreaming into general education classes for ELA and Mathematics will increase by 6% by June 2012.

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.
 1. Brigance Test – measures students' proficiency in math and ELA.
 2. WIAT – measures students who receive WILSON reading to determine eligibility.
 3. Behavioral management plan is administered to students each marking period to ensure that goals are being met as well as the necessary next steps.

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) Students identified with emotional behavior issues are given instructional activities that include hands-on learning. In addition, videos, games, and techniques that focus on character education are also implemented.
 - b) Instruction is modified for students with specific learning deficiencies and differentiated based on various learning styles.
 - c) Students with auditory-processing deficiencies are taught with specific approaches such as repetition exercises, rote learning and visual activities.
 - d) Students who demonstrate proficiency at high level 2 or 3 are mainstreamed daily for the literacy or math block period.
 - e) Students with long and/or short-term memory are given activities which help them refocus. Many of the activities focus on memorization, repetition and visual skills.

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.

N/A

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.

Ramapo for Children – a behavior management program which trains teachers on how to manage student behavior through various techniques. Teachers and the School Based Support Team design a behavior management plan, with goals, for each student. These goals are revised monthly with the Pupil Performance Committee and parents.

Soundview Throggs Neck Community Mental Health Center- work with students with disabilities and conduct mental health evaluations.
Four Winds – Short-term mental health facility. Conduct assessments and provides temporary schooling for students under treatment.
River Center for Counseling – counseling groups for elementary school children. Parents are referred by school guidance counselor based on assessment.

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.

Training provided by Fordham Network:

- SESIS
- Child Abuse Identification Training
- Collaborative Team Teaching Training
- Ramapo for Children

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

- By June 2012, ELL students mandated to take NYS ELA will increase proficiency on the ELA from 5% to 10% in Levels 2 & 3. ELL students taking the NYSESLAT will improve by one proficiency level.

Comprehensive needs assessment

- Bi-weekly writing assessments (based on 6+1 traits), students will show incremental progress throughout the year.
- Weekly comprehension skills assessment in reading. Students will achieve a minimum of 75% accuracy on weekly teacher-made exams.
- ELL interim assessments administered twice per year.

Instructional strategies/activities

- a) Push-in model for ELL students. ELL teachers will provide individualized instruction to improve writing and comprehension skills.
- b) Additional instruction focusing on reading, writing, and test preparation skills conducted after school.
- c) FOCUS FORWARD-an intervention program designed to target skills and strategies in reading, writing, and mathematics.

Strategies to increase parental involvement

- Workshops to familiarize parents with NYSESLAT.
- Monthly parent orientations for parents of newcomers.

Strategies for attracting Highly Qualified Teachers (HQT)

Courses are offered by UFT and Pace University for ELL and Bilingual extension certification.

Service and program coordination

La Peninsula works in conjunction with local elementary schools with the transition of Kindergarten students entering public schools.

Budget and resources alignment

- Title II funds will be used for the following support for ELL students:
 - a. NYSESLAT exam preparation (Title III)
 - b. After school support (Title III)
 - c. 10 hours of ELL strategies training.

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

- Writing – students demonstrate writing to be an area in need of improvement. Students will demonstrate significant improvement in their writing skills evidenced in the essay portion of the NYS examinations. Based on the implementation of a rubric system aligned with the common core learning standards, students will improve writing skills by one proficiency level on the NYS ELA examinations.

Comprehensive needs assessment

- Teachers will maintain student writing folders with on-going writing work including drafts and published pieces.
- Portfolio assessments will be recorded using the NYS ELA writing rubrics in September, January, and June.
- During the school year, school wide writing assessment will be administered using grade level assessment objectives.
- Teachers will use grade level rubrics and class recording sheets to target the needs of individual groups on a monthly basis.

Instructional strategies/activities

- By November, teachers will be trained in writing strategies and assessment.
- Teachers will collect data based on writing samples using task specific rubrics.
- Teachers will use data to set goals for each individual student.
- Additional intervention will be provided by AIS staff for students who struggle with writing.

Strategies to increase parental involvement

- Writing projects are sent home monthly. Parents are required to review projects, sign, and return them to school.
- Yearly Poetry expo.
- Parents are involved in storytelling project.

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.

N/A

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.
- Teachers will continue to be trained in the writing process. Training will also be conducted by a Teacher Center staff.
- Early childhood teachers (K-2) receive on-going training using writing components of Rowland Reading program.
- Teachers in grade 3-5 will continue to receive support by an AUSSIE consultant and Teacher Center on the writing process.

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	21		N/A	N/A	6	1		2
1	27		N/A	N/A	5	1	2	20
2	40		N/A	N/A	17	2	2	12
3	23	25	N/A	N/A	28	2	1	11
4	24	15	17		21	1	5	9
5	11				21			8
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	The programs being utilized for intervention (Wilson Reading, AWARDS, Reading Recovery) provide systematic and explicit instruction for students in grades K-5 during the school day. Wilson Reading provides small group instruction to struggling readers with decoding, fluency, and comprehension difficulties. One-to-one instruction using Reading Recovery is given by an AIS teacher in vocabulary development and comprehension skills in the afternoon. A small group of select Kindergarten students receive Wilson Foundations to support them in reading and spelling.
Mathematics	Small group tutoring is given to students during the school day. Students receive reinforcement using supplemental math materials (workbooks, activities, flash cards, manipulatives) to scaffold learning. The AIS math instructor also works with specific students during the extended day program on math strands and strategies.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	The at-risk counselor provides conflict resolution and crisis intervention to students in need. Additional services include Pupil Personnel Committee, referrals to Community Based Organizations, and behavior plan support to classroom teachers.
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	The school nurse provides authorized dispensing (and/or storing) of medication to asthmatic and diabetic students as well as students on special medication.

**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
2011 - 2012**

Parents and families of students at C.S. 134 will be provided with opportunities to participate in school-based planning committees, and the School Leadership Team.

Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, C.S. 134 will:

- Offer-monthly parent training workshops/meetings related to:
 1. Eligibility criteria for entrance into various programs (e.g. ESL programs);
 2. Educational structure and terminology;
 3. Rules and regulations regarding budget expenditures;
 4. Parenting skills;
 5. Monolingual and bilingual workshops in math, science and literacy.
- Encourage parents to network with each other and to communicate with district/school staff.
- Send representatives to district level committees and/or regional level committees, which will include parent leaders who are on school-based committees, and the School Leadership Team.
- Encourage parental involvement in our school by:
 1. Establishing a school level parent advisory committee;
 2. Conducting outreach activities and training parents, especially new parents and non-English speaking parents;

3. Training teachers and other staff in strategies that enhance meaningful parent involvement;
 4. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals; & student goals.
 5. Encouraging and training parents as learning leaders to volunteer and assist in classrooms, in libraries and on trips;
 6. Distributing notices in languages spoken by the parents.
- Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.
 - Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Parent Responsibilities

1. Monthly Parent Workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, and Student Code of Behavior.
2. Parents will be notified through a monthly calendar, letters, flyers as to the date and time of meetings and workshops to address the implementation of instructional programs.
3. Parents and C.S. 134 will share responsibility for student performance through Parent/Teacher Conferences, School Leadership Meetings, PPC, Family Support and Intervention Conferences.
4. Parental involvement will occur through attendance at Annual Fall Back-To-School Night to present and discuss curriculum expectations, assembly programs, and use of parent volunteers for the classroom and lunch programs. Pilot Program for parents as reading partners will be established.
5. PA fundraising events to support student achievement.
6. Meetings are scheduled at various times during and after the school day to accommodate parents.

7. Responses to parent written comments will be done through phone contact or written communication to contact appropriate supervisor.

8. Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs.

9. School is equipped with ramp for parents with disabilities. Meetings will be held on first floor. Bilingual Family Associate will provide translation for non-English speaking parents.

PTA Calendar for the Year 2011-2012

September 22, 2011	January 19, 2012
October 20, 2011	February 16, 2012
November 17, 2011	March 15, 2012
December 15, 2011	April 19, 2012
May 17, 2012	

SCHOOL-PARENT COMPACT 2011 -2012

School Name: George F. Bristow Community School 134

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

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

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

***Signature of School Principal/Teacher
Parent/Guardian***

Signature of

Type/print name

Type/print name

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12x134 **School Name:** Community School 134

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

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

Category: Basic Focused Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - Third Grade ELL students did not meet AYP on ELA

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Students grouped together in ELL class during school day
 - Students are receiving ESL instruction following mandates
 - Students attending ELL Academy on Thursdays and Fridays
 - Students attending extended day, 37.5 minutes
 - AIS Academy- Mondays, Tuesdays, Wednesdays for lowest third
 - Saturday Academy

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Teacher Center is training teachers in CCLS;
 - Teachers are attending workshops provided by Fordham University on the new CCLS, looking at student work, creating units of study, ELL Support, Curriculum Mapping

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Common Planning Time, with grade leaders mentoring their peers
 - Teacher Center providing support in Curriculum Mapping, Planning, CCLS, Looking at Student Work

- Study Groups
 - Schoolwide PD in the above areas(ex. Election Day)
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.
- Letter was sent to parents in both English and Spanish, describing the school's standing as well as the interventions that are being implemented to support their children's learning.

**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	District 12	Borough Bronx	School Number 134
School Name George Bristow Elementary			

B. Language Allocation Policy Team Composition

Principal Kenneth Thomas	Assistant Principal Marie Almonor
Coach Doreen Torres	Coach type here
ESL Teacher Maria Claudio	Guidance Counselor Mary Anderson
Teacher/Subject Area Ivonne Toro	Parent Luz Ramos
Teacher/Subject Area type here	Parent Coordinator Rebecca Davis
Related Service Provider Yelena Gitsis	Other type here
Network Leader Margaret Struk	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	6
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	680	Total Number of ELLs	88	ELLs as share of total student population (%)	12.94%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Initial HLIS Identification: Parents are asked to complete a Home Language Survey (HLIS) upon registration. Secretaries and other members of our ELL team, assist with the enrollment process including the completion of the HLIS. Informal interviews are conducted by an ESL pedagogue. Students are registered with an OTELE code other than "NO" are invited in for LAB-R administration within 10 days or before school opens (if at the beginning of school year). This allows us to place students in the appropriate educational setting on the first day of school. First time students are given informal assessments and placed in appropriate proficiency level groups which will support and prepare them for the NYSESLAT.
2. Parent Choice: Orientations are generally given once monthly thereby allowing parents and caregivers multiple opportunities to attend. During the orientation, the three program choices, parental options, and the parent assurance survey are explained in detail. The process begins upon registration. Preliminary screening and interviews are conducted by the ESL teachers and ELL team members at the time of registration. The orientation informs parents of all options available to them and is usually conducted after the LAB-R is given to student. According to recent parent surveys and the influx of African students at C.S. 134, parental choice tends to favor the Free-Standing ESL program due to the fact that these African dialects are low incident languages unavailable within the Department of Education. The current ELL programs are designed to meet the needs of both students whose language may be Spanish and also students who speak other dialects not available through the Department of Education. The few parents who opt for Bilingual Education are given a list of nearby school which offer such programs.
3. Entitlement Letters: At the orientation, parents are notified about whether their child(ren) is identified as English language learner(s). Upon orientation, parents are given survey and program selection. When completed, it is then given to the ELL coordinator. Then the entitlement letter is given. If parents have any further questions, the ELL team is available to answer questions.
4. The placement of students in monolingual classes are carefully selected and monitored by school leaders. Placement recommendations are based on the results of the LAB-R and Spanish LAB (if applicable). The recommendation is then discussed with the parent and a decision is made. Most parents are satisfied with the programs offered at the school.
5. After reviewing the options available, African and Early Childhood parents of ELLs prefer to have their child in a Freestanding ESL program. One reason for this is that there are no Bilingual programs available for African students and parents prefer their children to remain in a monolingual setting with ESL instruction. This makes up about 39% of the ELL population.
6. 33% of students from Spanish-speaking backgrounds have selected the ESL program due to the fact that we do not have enough students to create a full Bilingual class. Some parents have agreed to remain at the school until there are enough students to create a bilingual class for the grades.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

Page 22

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="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In	1	1	0	1	0	0								3
Total	2	2	1	2	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	74	2	5	12		1	2				88
Total	74	2	5	12	0	1	2	0	0		88

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	7	10	6	8	12								60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French	2	3	1	1	2									9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	2	3	3	2	3								18
TOTAL	25	12	14	10	12	15	0	88						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1. The organizational model implemented is both push-in and pull-out. In order to make the push-in model more effective, most of the students are placed in specific classes per grade. Students in grades K through 1 are mostly pulled-out for ESL instruction. Groups are created by grade and differentiated by proficiency levels as per the NYSESLAT, using the Balanced Literacy approach to teaching. Our ESL program serves students in grades K-5. The program primarily serves ELL students in monolingual classes where English is the language of instruction. Students who fall between the Beginner and Intermediate level of proficiency receive 360 minutes of ESL instruction weekly while advanced students receive 180 minutes. Under this program, students are grouped homogeneously. Students also follow a block model in which they move together as a group.
2. Presently, there is one certified ESL teacher. However, we are in the process of hiring one .5 certified ESL teacher who will service grades K-5. Each teacher develops group lists of students grouped homogeneously by proficiency level. The teachers also develop a daily schedule while ensuring the number of minutes of ESL instruction are consistent and follow mandated timelines. There are 23 students who are at the Beginning level of proficiency. These students receive 360 minutes of instruction. The units are divided into both the push-in and pull-out model. The 26 Intermediate level students also receive 360 minutes of instruction only through the push-in program. The remaining 39 Advanced level students receive 180 minutes using the push-in model.
3. Within the Freestanding ESL program, content areas such as Science, Mathematics, and Social Studies are taught in English. Materials such as textbooks and leveled libraries are purchased in English. Teachers use a variety of instructional approaches such as the Workshop Model, Cooperative Learning, and thematic units of study to enhance learning. In order to make content comprehensible for our ELLs, teachers build on prior experiences and scaffold learning for support of second language acquisition. Teachers use TPR, semantic webs, picture/vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small groups. In this program, teachers integrate listening, speaking, reading, and writing throughout the content areas.
4. New entrants with Spanish-speaking backgrounds are administered the Spanish LAB-R.
 - 5a. There are currently two SIFE students in the program. The SIFE students are in fifth grade. FOCUS FORWARD is the instructional program being utilized. This program provides intensive intervention for grades 3-5 who are reading below grade level. The highlight of this program builds the necessary foundation in reading and writing due to the motivation and confidence it builds among students.
 - 5b. Our newcomers are transitioned using a balanced literacy approach to reading English within their first year. This is to prepare them for the state examinations for the following school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking, listening, reading, writing). In order to build language, newcomers will be provided with instruction using FOCUS FORWARD, AWARDS, and INTO ENGLISH programs. These programs allow students to engage in oral language activities and explore reading and writing skills, grammar usage, and other Basic Interpersonal Communication Skills (BICS) related learning. Newcomers are given additional small group instruction during the extended day program. Additionally, there will be an after school academy conducted twice a week to support Beginning level ELL students. This program provides three hours of additional weekly, intensive learning for Beginning and Intermediate level ELL students.
 - 5c. Students receiving service from four to six years are strategically placed into monolingual classes with teachers who are trained in ELL strategies. The teacher collaborates with the monolingual teachers in order to support these students academically. The ESL teacher

A. Programming and Scheduling Information

focuses her lessons on ELA and NYSESLAT, particularly, in the areas of reading and writing.

5d. There are currently two Long-Term ELL students. FOCUS FORWARD is also used for long-term ELL students. It scaffolds learning by providing step by step instruction. The program is very strong in the area of comprehension and vocabulary; two areas where our ELL students need plenty of support.

6. ELL students with special needs are provided instruction in smaller groups. Special Needs students are also pulled out for additional instruction. Students are given the opportunity to orally verbalize what they have learned. Among the various approaches used for instruction include: Balance Literacy, Cooperative Learning, TPR, Semantic Webs, Picture/Vocabulary support, and comprehension skills and strategies.

7. ELL-SWD students follow the same curricular and instructional program according to the grade. However, specific materials and scheduling is arranged to accommodate specific needs. Students are pulled out for small group English instruction. INTO ENGLISH and AWARDS are the two programs used. These programs allow students to engage in oral language activities and explore reading and writing skills, grammar usage that contain the four modalities of language acquisition.

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				
Social Studies:				
Math:				
Science:				

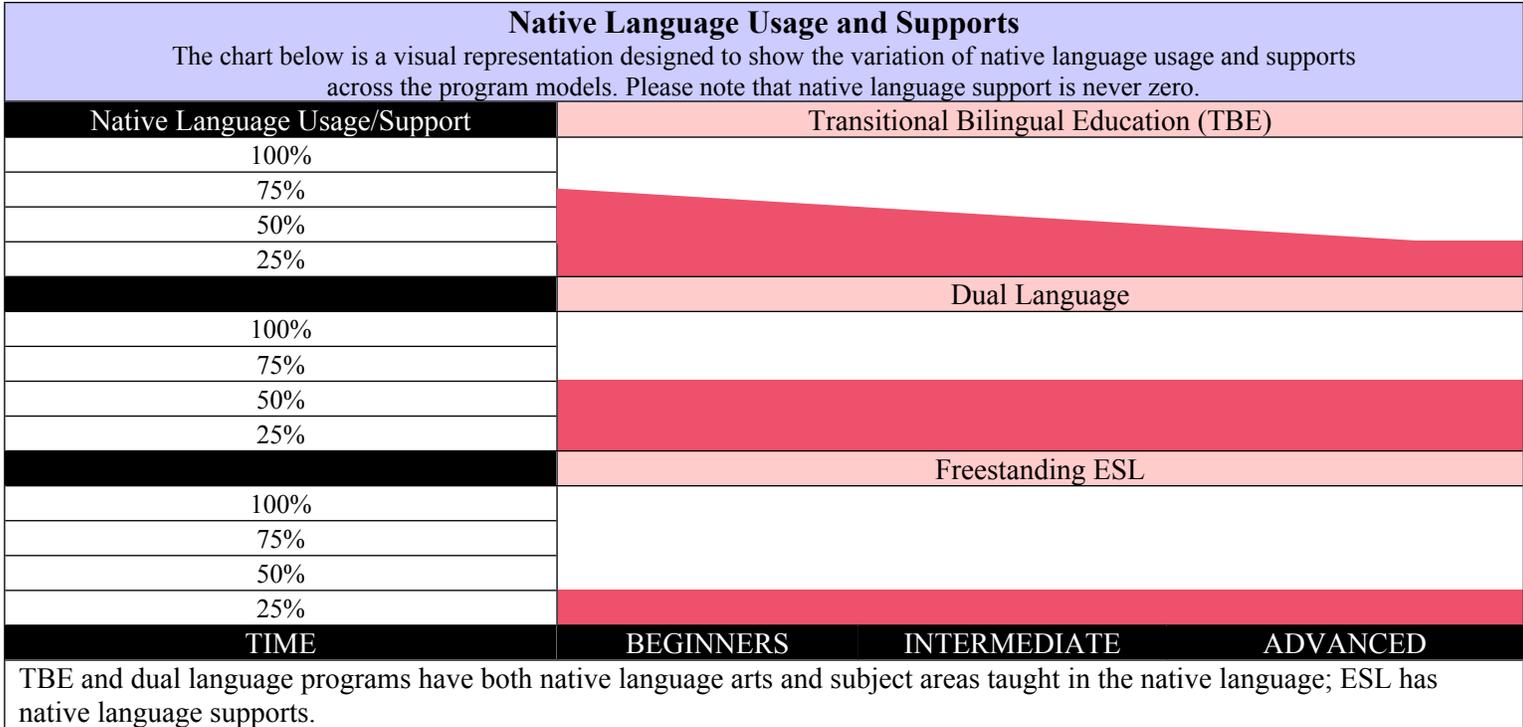
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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



B. Programming and Scheduling Information--Continued

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?

Paste response to questions 8-17 here

8. The following interventions are used for targeted ELL students (all groups and levels):

ACHIEVE 3000 - Last year, ACHIEVE 3000 was piloted at our school. It required the use of technology which allowed students to work independently at their own pace. This program was specifically designed to support students on specific skills and was targeted only for ELL and special needs students. However, the effectiveness of the program depended on many presumptions on the part of prior knowledge. It did not meet the needs of our ELL students due to its complexity. In addition, it did not take ELL students into account.

IMAGINE LEARNING - a technology program where students use laptops to read and answer questions after looking at a short script. The program did not provide students an opportunity to read or write their own stories. Writing is not a strong component of this program. Since writing is one of the ELL initiatives, it did not meet the needs of our students.

AWARDS - This intervention program is designed for Early Childhood ELL students who in addition to language skills work on phonics

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?

Paste response to questions 8-17 here

8. The following interventions are used for targeted ELL students (all groups and levels):

ACHIEVE 3000 - Last year, ACHIEVE 3000 was piloted at our school. It required the use of technology which allowed students to work independently at their own pace. This program was specifically designed to support students on specific skills and was targeted only for ELL and special needs students. However, the effectiveness of the program depended on many presumptions on the part of prior knowledge. It did not meet the needs of our ELL students due to its complexity. In addition, it did not take ELL students into account.

IMAGINE LEARNING - a technology program where students use laptops to read and answer questions after looking at a short script. The program did not provide students an opportunity to read or write their own stories. Writing is not a strong component of this program. Since writing is one of the ELL initiatives, it did not meet the needs of our students.

AWARDS - This intervention program is designed for Early Childhood ELL students who in addition to language skills work on phonics and fluency. This program is also supported through the use of technology. Students are given laptops to work with along with the guidance of the teacher.

FUNDATIONS/WILSON READING - Foundations is used with Kindergarten students and focuses on phonemic awareness, phonics, and fluency. Wilson is used with grades 2 - 5 and also focuses on phonic, fluency but includes additional emphasis on vocabulary and comprehension.

9. Students who are proficient based on performance on NYSESLAT continue to be a part of the monolingual classes with experienced teachers of ELLs. Modifications and support by ELL teachers continue for two years.

10. AWARDS will continue to be utilized as an intervention program for Early Childhood.

11. At the end of last year, data was collected for ACHIEVE 3000 and IMAGINE LEARNING. ACHIEVE 3000 data showed very little improvement among our ELL population. The program required considerable training necessary for both the ESL and classroom teacher. Support in the classroom was limited due to time constraints and lack of proper training. The data also showed that students guessed on most of the activities and did not show accurate use of the tools. Students were not earning points by fully completing and understanding the tasks. The interest was only to get to the rewards which can easily be accessed if there are enough guesses. There was no increase in oral communication, the writing component did not require students to write complete paragraphs, and the reading passages were extremely challenging for the Intermediate students.

12. All ELL students are placed in monolingual settings. Therefore, they participate in all programs afforded to monolingual students. The after-school academy is specifically designed for ELL students,, but other programs (AIS, extended-day, Inquiry-based projects, school wide extracurricular activities and sports) include ELL students.

13. Some of the materials used for Newcomers, Long-term ELLs, ELL students with special needs, and Intermediate/Advanced ELLs include: AWARDS, Into English, Reading Reform, Wilson Reading, and Focus Forward.

14. Students whose native language is Spanish are strategically placed in classes where the teacher is a Spanish speaker and is able to communicate effectively with students. These classrooms also contain library materials in both English, Spanish and French (for some of our French speaking students). The school library also has a foreign language section for student access.

15. Currently, there is a Bilingual Social Worker and Guidance Counselor on site. There is also a Speech Therapist. These support services provide bilingual services for our Spanish speaking students.

16. An orientation is given to students who are newly arrived. The ELL teachers, classroom teachers, Guidance Counselor and Parent Coordinator, take part in this orientation which is usually given in collaboration with a parent orientation session in September.

17. Since C.S. 134 is an elementary school, there are no second language courses offered. However, there are staff members who speak a second language who assist ELL students (who speak a specific language) when needed.

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?

Paste response to questions 8-17 here

8. The following interventions are used for targeted ELL students (all groups and levels):

ACHIEVE 3000 - Last year, ACHIEVE 3000 was piloted at our school. It required the use of technology which allowed students to work independently at their own pace. This program was specifically designed to support students on specific skills and was targeted only for ELL and special needs students. However, the effectiveness of the program depended on many presumptions on the part of prior knowledge. It did not meet the needs of our ELL students due to its complexity. In addition, it did not take ELL students into account.

IMAGINE LEARNING - a technology program where students use laptops to read and answer questions after looking at a short script. The program did not provide students an opportunity to read or write their own stories. Writing is not a strong component of this program. Since writing is one of the ELL initiatives, it did not meet the needs of our students.

AWARDS - This intervention program is designed for Early Childhood ELL students who in addition to language skills work on phonics and fluency. This program is also supported through the use of technology. Students are given laptops to work with along with the guidance of the teacher.

FUNDATIONS/WILSON READING - Foundations is used with Kindergarten students and focuses on phonemic awareness, phonics, and fluency. Wilson is used with grades 2 - 5 and also focuses on phonic, fluency but includes additional emphasis on vocabulary and comprehension.

9. Students who are proficient based on performance on NYSESLAT continue to be a part of the monolingual classes with experienced teachers of ELLs. Modifications and support by ELL teachers continue for two years.

10. AWARDS will continue to be utilized as an intervention program for Early Childhood.

11. At the end of last year, data was collected for ACHIEVE 3000 and IMAGINE LEARNING. ACHIEVE 3000 data showed very little improvement among our ELL population. The program required considerable training necessary for both the ESL and classroom teacher. Support in the classroom was limited due to time constraints and lack of proper training. The data also showed that students guessed on most of the activities and did not show accurate use of the tools. Students were not earning points by fully completing and understanding the tasks. The interest was only to get to the rewards which can easily be accessed if there are enough guesses. There was no increase in oral communication, the writing component did not require students to write complete paragraphs, and the reading passages were extremely challenging for the Intermediate students.

12. All ELL students are placed in monolingual settings. Therefore, they participate in all programs afforded to monolingual students. The after-school academy is specifically designed for ELL students,, but other programs (AIS, extended-day, Inquiry-based projects, school wide extracurricular activities and sports) include ELL students.

13. Some of the materials used for Newcomers, Long-term ELLs, ELL students with special needs, and Intermediate/Advanced ELLs include: AWARDS, Into English, Reading Reform, Wilson Reading, and Focus Forward.

14. Students whose native language is Spanish are strategically placed in classes where the teacher is a Spanish speaker and is able to communicate effectively with students. These classrooms also contain library materials in both English, Spanish and French (for some of our French speaking students). The school library also has a foreign language section for student access.

15. Currently, there is a Bilingual Social Worker and Guidance Counselor on site. There is also a Speech Therapist. These support services provide bilingual services for our Spanish speaking students.

16. An orientation is given to students who are newly arrived. The ELL teachers, classroom teachers, Guidance Counselor and Parent Coordinator, take part in this orientation which is usually given in collaboration with a parent orientation session in September.

17. Since C.S. 134 is an elementary school, there are no second language courses offered. However, there are staff members who speak a second language who assist ELL students (who speak a specific language) when needed.

languages other than English or Spanish. ELL students participate in programs with their parents (Parents as Partners), parents have an

E. Parental Involvement

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

Paste response to questions 1-4 here

1. This year, there has been a 12% increase in parental involvement. This can be attributed to additional programs that have become available to parents. There are several workshops conducted by ESL faculty and other contracted personnel. The ESL and Parent Coordinator have worked very closely to plan and provide additional services to parents.
2. The school partners with the Foodbank of New York, St. Barnabas, Sports & Arts in Schools Foundation, Berlitz, and neighboring schools, in order to provide various services to ELL parents.
3. Workshops and events are based on the needs expressed in a needs survey conducted at the end and beginning of each school year by the Parent Coordinator. The results of the survey are reviewed with the School Leadership Team and Parent Association. The responses inform the school of what is needed and what should be included in the Parent Compact.
4. The needs of parents change on a yearly basis. Careful consideration is given when the team makes decisions about what should be prioritized. The goal of the school is not only to increase involvement but to include the parents of ELL students as part of the school community. In order to ensure communication, it is important to have appropriate translators and materials for parents who speak languages other than English or Spanish. ELL students participate in programs with their parents (Parents as Partners), parents have an opportunity to volunteer through the Learning Leaders program. Parents are also invited on several occasions throughout the year to participate in trips, celebrations, and other events.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan for ELL personnel including teachers of ELL students, includes training for teachers in ESL strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. This training is provided by inhouse personnel licensed in ESL. Teachers of ELLs are also encouraged to take courses leading to and ESL extension. Study groups in second language acquisition have been developed to keep monolingual and special education teachers informed on issues related to ELL students. Study groups are also part of the ongoing professional development included in the plan.
2. In order to support ELL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principals, and Parent Association provide various support systems for parents and students. Intervisitations with neighboring schools are encouraged and assist parents in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.
3. A consultant who specialized in ESL strategies assists teachers with approaches and techniques necessary for implementation in the classroom. The Fordham PSO has also provided several ESL, Second Language Acquisition, and other workshop opportunities for teachers of ELL students and monolingual teachers. We are also hoping to continue our relationship with the Bronx BETAC, who also provide

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan for ELL personnel including teachers of ELL students, includes training for teachers in ESL strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. This training is provided by inhouse personnel licensed in ESL. Teachers of ELLs are also encouraged to take courses leading to an ESL extension. Study groups in second language acquisition have been developed to keep monolingual and special education teachers informed on issues related to ELL students. Study groups are also part of the ongoing professional development included in the plan.
2. In order to support ELL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principals, and Parent Association provide various support systems for parents and students. Intervisitations with neighboring schools are encouraged and assist parents in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.
3. A consultant who specialized in ESL strategies assists teachers with approaches and techniques necessary for implementation in the classroom. The Fordham PSO has also provided several ESL, Second Language Acquisition, and other workshop opportunities for teachers of ELL students and monolingual teachers. We are also hoping to continue our relationship with the Bronx BETAC, who also provide additional assistance to our staff.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. This year, there has been a 12% increase in parental involvement. This can be attributed to additional programs that have become available to parents. There are several workshops conducted by ESL faculty and other contracted personnel. The ESL and Parent Coordinator have worked very closely to plan and provide additional services to parents.
2. The school partners with the Foodbank of New York, St. Barnabas, Sports & Arts in Schools Foundation, Berlitz, and neighboring schools, in order to provide various services to ELL parents.
3. Workshops and events are based on the needs expressed in a needs survey conducted at the end and beginning of each school year by the Parent Coordinator. The results of the survey are reviewed with the School Leadership Team and Parent Association. The responses inform the school of what is needed and what should be included in the Parent Compact.
4. The needs of parents change on a yearly basis. Careful consideration is given when the team makes decisions about what should be prioritized. The goal of the school is not only to increase involvement but to include the parents of ELL students as part of the school community. In order to ensure communication, it is important to have appropriate translators and materials for parents who speak languages other than English or Spanish. ELL students participate in programs with their parents (Parents as Partners), parents have an opportunity to volunteer through the Learning Leaders program. Parents are also invited on several occasions throughout the year to participate in trips, celebrations, and other events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	6	6	2	2	2								23
Intermediate(I)	4	2	6	6	5	3								26
Advanced (A)	16	4	2	2	5	10								39
Total	25	12	14	10	12	15	0	0	0	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	3	1	0	11
4	1	11	1	0	13
5	6	5	3	0	14

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.

Paste response to questions 1-6 here

- Students are assessed using ECLAS-2 and Fountas & Pinnell. ELL students who have been assessed using these tools demonstrate a deficiency in vocabulary, comprehension, and are struggling with suffixes, prefixes, plural endings, and fluency. Children with specific deficiencies are grouped together and are taught according to their area of need. Classroom teachers meet with ESL teachers to plan on a weekly basis. The data patterns show that for the past four years, students are testing out of ESL in grades Kindergarten and Fifth grade.
- There is an influx of African students who speak various dialects who are identified as ELL students. As a result, the need to expand the

Additional Information

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

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		5		2		0		11
4	2		11		1		0		14
5	4		5		4		1		14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		10		2		14
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

Paste response to questions 1-6 here

- Students are assessed using ECLAS-2 and Fountas & Pinnell. ELL students who have been assessed using these tools demonstrate a deficiency in vocabulary, comprehension, and are struggling with suffixes, prefixes, plural endings, and fluency. Children with specific deficiencies are grouped together and are taught according to their area of need. Classroom teachers meet with ESL teachers to plan on a weekly basis. The data patterns show that for the past four years, students are testing out of ESL in grades Kindergarten and Fifth grade.
- There is an influx of African students who speak various dialects who are identified as ELL students. As a result, the need to expand the ESL program as opposed to bilingual programs, has increased.
- The majority of our students are proficient in Speaking/Listening based on NYSESLAT scores. The trend shows that most students are below proficiency in Reading/Writing. ELL students who took the ELA compared to monolingual students perform adequately with most students at level 2 or higher.
 - The patterns across proficiencies and grades tend to target reading and writing. Some of the selected programs build on reading and writing skills but we continue to search for specific programs that will target these areas. Teachers of ELL students are trained on skills and strategies used for second language learners.
 - The ELL periodic assessment informs teachers where intervention is needed. Usually, ELL students perform below proficiency when tested in the Fall but improve on the periodic assessment by Spring, prior to the administration of the NYSESLAT. Between the periodic

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: C.S. 134

School DBN: 12X134

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Thomas	Principal		10/25/11
Marie Almonor	Assistant Principal		10/25/11
Rebecca Davis	Parent Coordinator		10/25/11
Maria Claudio	ESL Teacher		10/25/11
Luz Ramos	Parent		10/25/11
Ivonne Toro	Teacher/Subject Area		10/25/11
Leyda Cintron	Teacher/Subject Area		10/25/11
Doreen Torres	Coach		10/25/11
	Coach		10/25/11
Mary Anderson	Guidance Counselor		10/25/11
Margaret Struk	Network Leader		10/25/11
Yelena Gitsis	Other <u>Speech</u>		10/25/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X134 **School Name:** C.S.134X

Cluster: Fordham PSO **Network:** 551

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

Part A: Needs Assessment Findings

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

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

*Most materials are scheduled for translation prior to meetings. More translation services are needed to facilitate communication with parents of low incident languages.

*Data based on yearly accountability status which demonstrates an increase in different ethnic and cultural backgrounds indicate a need for languages other than Spanish. This includes recent immigrants and transfer students coming from various cultural backgrounds where other low incident languages are frequent. The increase in African dialects make it necessary to seek translation services and individuals, including parents, who speak the regional language. These parents need support in understanding and interpreting policies and procedures.

*Parents need more assistance in understanding effective instructional practices necessary in increasing the academic performance of their child(ren).

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

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

There continues to be a tremendous increase in both Hispanic and African speaking parents. The need for translation among different dialects is paramount. Latinos and Africans continue to be among the dominant language groups. Although, French and Fulani are now in demand. Currently, there are two staff members who assist with the translation Spanish and French materials.

Part B: Strategies and Activities

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

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

The parental committee as described in the Parent Involvement Policy, will continue to support the school by providing assistance of parents who speak low incidence languages.

The ELL coordinator continues to utilize the language and interpretation services provided by the Department of Education, for staff who speak specific languages. During state mandated testing, every effort is made to locate pedagogues who can translate and administer exams of low incident languages. Every effort is made to accommodate students.

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

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

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: C.S. 134	DBN: 12X134
Cluster Leader: Fordham PSO	Network Leader: Margaret Struk
This school is (check one): ✖conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✖After school ●Saturday academy ●Other:
Total # of ELLs to be served: 88 Grades to be served by this program (check all that apply): ✖K ✖1 ✖2 ✖3 ✖4 ✖5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Presently, there is only one ESL teacher implementing the push-in/pull-out model during the day. We have hired a .5 ESL teacher to supplement the push-in model. These teachers incorporate various strategies and methodologies indicative of second language acquisition. In addition, an afterschool ELL academy is conducted twice a week for 1.5 hours of ESL. This program prepares students for the NYSESLAT by focusing on the listening, speaking, reading and writing skills. The academic model being implemented is the Sheltered Instruction Observation Program (SIOP). This model is being used to increase engagement and comprehensible input in the classroom. The academy also provide intervention for newcomers who have been in the country 0-3 years.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Monthly workshops are available to parents. These workshops are conducted both by ESL faculty and other contracted personnel.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		