



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRIGHTER CHOICE COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K627

PRINCIPAL: FABAYO MCINTOSH **EMAIL:** FMCINTOSH@SCHOOLS.NYC.GOV

SUPERINTENDENT: **EVELYN SANTIAGO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Fabayo McIntosh	*Principal or Designee	
Marcella Walcott	*UFT Chapter Leader or Designee	
Marcella McMurrin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Emani Ramos	Member/staff	
Latifah Carter	Member/parent	
Sholonda Buie	Member/staff	
Esther Miller	Member/parent	
Debra Henry	Member/parent	
Leah St. Lawrence	Member/ staff	
K'yiesha Frazier	Member/ parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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

: To improve family involvement in order to grow student achievement

By June 2013, 70% of parents will have attended and or participated in school activities in order to support their child's learning compared to last year's rate of 45%.

By June 2013, Parent University will be expanded providing parents with the information and training needed to be effectively involved in the education of their children. Based on parent surveys, additional topics such as special education strategies, stamina, homework, eating healthy, ESL classes etc will be covered. In addition, sessions after school hours will be provided to better accommodate parent schedules.

Comprehensive needs assessment

According to the 2010-2011 Quality Review Areas in Need of Improvement, parents are satisfied with their child's education, but *"they share that better structures for school decision-making opportunities would strengthen their voice as a unit and enable them to learn more about the needs of the school."* Therefore, we will empower our parents through the expansion of Parent University with information and training needed to effectively become involved in planning and decision making in support of the education of their children. In addition, based on positive parent feedback regarding the launch of Parent University last year we have decided to expand the program to meet their needs.

Instructional strategies/activities

Hiring full time Community Assistant

- Creating Parent University
- Mandatory parent orientation
- Increased written communication with parents
- Parent needs survey regarding workshops that they are interested in
- Increased parent activities
- Creation of monthly school calendar
- Scheduling workshops in the morning and evening

Timeline for implementation: September 2012 – June 2013

Strategies to increase parental involvement

Hiring full time Community Assistant

- Creating Parent University
- Mandatory parent orientation
- Increased written communication with parents
- Parent needs survey regarding workshops that they are interested in
- Increased parent activities
- Creation of monthly school calendar
- Scheduling workshops in the morning and evening

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Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

As a title one school – wide program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Adequate funding will be allocated to hire a Community Assistant. We will also create a “class parent” for each class to help improve home/school communication.

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

To develop teachers' knowledge around the Common Core State Standards in an effort to increase student performance, achievement and /or progress in Mathematics.

- In June 2012, 68% of students were on standard, by June 2013, using the assessments from Everyday Math, 80% (56 students) of K-2 will be on standard.

Comprehensive needs assessment

- After the principals one on one conversation with teachers it was evident that teachers want more training on Common Core State Standards.

Instructional strategies/activities

Teachers will be selected on each grade to spearhead the implementation of the Common Core State Standards in Math. Teachers on this team will meet together to look at student math work and to monitor progress of students on the math tasks on a quarterly basis (4 times during the school year.)

- Teachers will attend training in CCCS during the summer, and throughout the school year.
- Teachers will turnkey information at faculty meetings, common preps, PD, and team meetings.
- Teachers will create a timeline for this work.
- Teachers will design unit lessons that align with the CCCS in Math. Teachers will visit each other classrooms to view math lessons and to give feedback to each other

Timeline: September 2012- June 2013

Strategies to increase parental involvement

Hiring full time Community Assistant

- Creating Parent University
- Increased written communication with parents
- Parent needs survey regarding workshops that they are interested in
- Increased parent activities
- Creation of monthly school calendar
- Scheduling workshops in the morning and evening
- Parent workshops that relate to the CCCS math standards

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

As a title one school – wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Adequate funding will be allocated to hire per diem substitutes to provide appropriate coverage for teachers to attend out of the building professional development, interclass visitations, model lab site lessons and debriefing sessions as needed.

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

To increase achievement of K-2 students in Literacy.

By June 2013, 70% (49 students) will achieve proficiency on their reading level as evidenced by TCWRP Reading Assessment. (K=D, 1=J, 2=N).



Comprehensive needs assessment

- After analyzing student reading data in grades K-2, we recognized a need to increase the number of students reading on and above grade levels in the lower school. There is a need to target early grades, as indicated on the Early Grade Progress section of the 2011-2012 Progress Report. As per Running Record data collected in November 2012, 22.9% of all Kindergarten students were reading on a Level A or higher, however as of November 2012 there are no Kindergarten students with disabilities reading above Level A. Similar trends in reading levels are apparent in all other grades.

Instructional strategies/activities

Schedule TCRWP reading assessment every 6 weeks.

- Collect Running Records every two weeks.
 - Examine how students are answering higher order thinking questions on TCWRP assessment.
 - Create a weekly book shopping schedule.
 - Ongoing meetings with teachers to discuss student data
 - Work will be based on Common Core State standards
- A. **Strategies/activities that encompass the needs of identified student subgroups:**
- a. Creation of block scheduling in Kindergarten
 - b. Kindergarten teachers will receive professional development on how to use Foundations
 - c. Administer Foundations unit assessments as necessary
 - d. Creation of a flexible scheduling classroom to accommodate the needs of Kindergarten students with disabilities
 - e. The Kindergarten teacher implementing flexible programming will participate in Visual Thinking Strategies (VTS)
 - f. Track, monitor and revise student instruction
- B. **Key personnel and other resources used to implement these strategies/activities:**
- a. CFN 410 will provide training on best practices in ICT settings
 - b. Kindergarten teacher will receive off and on-site professional development on Visual Thinking Strategies through a grant
- C. **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**
- a. Lower school teacher will meet together in teams to analyze the running record data and monitor the progress of the students
- D. **Timeline for implementation:**
- a. This ongoing process will occur throughout the school year, beginning in September 2012
 - i. Running records will be collected and analyzed in September, November, March and June
 - ii. Administration will conduct observations to monitor the effectiveness of Foundations lessons

- iii. Kindergarten teacher will attend professional development sessions on VTS in October, February and in the Spring of 2013, as well as receive on-site coaching from a VTS trainer in January. These teachers will be given time, as needed, to collaborate.

Strategies to increase parental involvement

Hiring full time Community Assistant

- Creating Parent University
- Increased written communication with parents
- Parent needs survey regarding workshops that they are interested in
- Increased parent activities
- Creation of monthly school calendar
- Scheduling workshops in the morning and evening

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

As a title one school-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Adequate funding will be allocated to provide PD on the art of teaching reading including per session and per diem.
- Network CFN 410 Network Achievement Coach will support teachers through professional development and learning rounds.

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.

- *Promote a common understanding of effective teaching by using a researched based rubric to provide formative and actionable feedback so that by June 2013, a system will be created to monitor and track student progress*

Comprehensive needs assessment

- *Feedback from our most recent Quality Review suggested that we need to create a system to track and monitor student performance.*

Instructional strategies/activities

- All teachers will receive a copy of the Danielson Rubric on questioning and assessment.
- Teachers will study videos on the Common Core library related to questioning
- Teachers will visit each other to observe questioning techniques
- Principal gives frequent actionable letters within 48 hours and at least weekly.
- Work with CFN 410 to help create assessment system
- Divide the school into a lower Pre -2 department and 3-5 departments; build time in the schedule to meet with each department.
- Create quarterly spreadsheets to track students
- Create new data boards to clearly show student progress
- Professional development where teachers analyze Danielson rubric
- Teacher teams will analyze the assessment data and look at student work to determine next steps for instruction.
 - Timeline from September 2012 – June 2013
 - Data boards will be updated at least quarterly.

Strategies to increase parental involvement

Hiring full time Community Assistant

- Creating Parent University
- Increased written communication with parents
- Parent needs survey regarding workshops that they are interested in
- Increased parent activities
- Creation of monthly school calendar
- Scheduling workshops in the morning and evening

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

As a title one school-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Adequate funding will be allocated to provide PD on the art of teaching reading and provide time for teachers to meet in teams to monitor the progress of students.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Modified version of Reading Recovery; guided reading-looking at print; running records observing reading behaviors; critical thinking skills to enhance familiarity with text	Small groups of 4-6 students; Bi-weekly ELA skills in preparation of the state exam.	This service takes place during the school and after school.
Mathematics	Monthly skills in preparation of the state exam; focused strategy lessons;	Small groups of 4-6 students.	This service takes place during the school and after school.
Science	Monthly skills in preparation of the state exam; focused strategy lessons	Small groups of 4-6 students.	This service takes place during the school and after school.
Social Studies	Monthly skills in preparation of the state exam; focused strategy lessons	Small groups of 4-6 students.	This service takes place during the school and after school.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>Counseling sessions provided to non-mandated students consist of academic tutoring and enrichment both individually and in small group. The counselor supports the area in need in sited by the classroom teacher or other instructional professional. Sessions provided to students with emotional concerns consist of focused discussion, writing, drawing, reading related literature and play expression. This service takes place during the school day.</p>	<p>This service takes place during the school day.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Staff receives ongoing Professional Development to ensure that they are highly qualified. We offer a wide range of Professional Development including self-selected PD. I utilize the New Teacher Finder which pre-screens potential teachers. Teachers are interviewed and requested to do a lesson before they are hired. Teachers are sent to Visual Thinking Strategies Workshops. Teachers attend network wide professional development activities such as Questioning Techniques. Teachers are given feedback on going from principal. Also teachers are giving feedback to each other during learning rounds.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

BRIGHTER CHOICE ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

Brighter Choice Elementary
SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Cristopher Groll/Altagracia Sa	District 16	Borough Brooklyn	School Number 627
School Name Brighter Choice Community School			

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

Principal Fabayo McIntosh	Assistant Principal
Coach Marcela Walcott/AIS	Coach
ESL Teacher Fe Montarde	Guidance Counselor Zahara Duncan
Teacher/Subject Area Christine Rivera	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	151	Total Number of ELLs	9	ELLs as share of total student population (%)	5.96%
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Part II: ELL Identification Process

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

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

Brighter Choice Community School (PS 627K) is a diverse school with a population of 151 students. It offers an ESL Program under the No Child Left Behind Act and serves 9 English Language Learners (ELLs) from Kindergarten to 5th grade. These ELLs were identified through the Home Language Identification Survey (HLIS) Forms which were filled out during their school registration process.

On the first day or week of school year, the ESL teacher generates the exam reports from the ATS to check students' eligibility for the ESL Program. These include the NYSESLAT Exam History Report (RLAT) and the LAB R eligibility list (RLER) for the newly admitted ELLs. The teacher checks the Home Language Survey forms of those students listed in the RLER report to confirm eligibility. The RLAT report will be used later in preparing letters to be sent home to parents. Meanwhile, as school is still accepting students to be registered, some out of classroom teachers (i.e. Spanish Teacher and ESL Teacher) assist parents in the registration to administer and discuss the Home Language Identification Survey (HILS) form with parents in their native language. This procedure is done to determine what language the child and the parents speak at home. With the help of the Spanish bilingual Para, the registering parents or guardians are informally interviewed to ensure the accuracy of responses in the HILS form. When registration is over, the ESL teacher checks and signs all the HILS forms and determines if the child is LAB-R (Language Assessment Battery-Revised) eligible.

LAB-R testing eligibility is based on the responses of the HLIS forms. If there is at least one (1) response indicating a language other than English in Part I questions #1-4 and any two (2) responses to questions # 5-7, the child is eligible for LAB-R testing. Testing of the short LAB-R (Form B) will be done within 10 days of initial enrollment. The English LAB-R is administered to all eligible ELLs as per CR-Part154, to determine their English proficiency level. However, if the child is unable to answer the first three questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher hand-scores the LAB-R and Spanish LAB documents to determine the child's language proficiency level for the newly admitted ELLs. Students who score at or above a state-designated level of proficiency (i.e above the cut-off scores) are placed in a monolingual class and Non Entitlement letters are sent home with the child. The students who score below the cut-off score for a grade are identified as ELLs and are ELL Program eligibles. Newly admitted eligible ELLs who only speak Spanish are evaluated in the native language, the Spanish LAB.

Parents of newly identified ELLs are sent Entitlement Letters and invitation letters (translated in their native language) for Parents' Orientation. This is done within 10 days of registration. Phone calls are made to confirm attendance to the orientation during which, the parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) to understand the information and the different program options (Transitional Bilingual, Dual Language, ESL Program) available. After watching a video, the three program options are further discussed by the ESL Teacher. The PreK bilingual para and the resident principal who is also bilingual assist in explaining and answering in Spanish the questions asked by the parents. The Parent Survey and Program Selection form are then distributed to the parents to fill out and choose which ELL program they want for their children.

When parents of entitled ELLs don't come to the orientation despite several trials of phone calls and letters sent, the ESL teacher has to send the Parent Survey and Program Selection Form home with the child and then schedule a telephone conversation if not one-on-one meeting with them to talk about the program options for the child and to make sure these parents understand and return the form. All these forms are collected and kept in the school in the ESL teacher's Data Binder and kept for record keeping for years. Those ELLs whose parents didn't return the survey forms were placed in the school's ESL Program. Placement letters, translated in Spanish and Arabic, are sent to the parents of newly admitted ELLs. Copies of all these letters that are sent are placed in the child's file and in the ESL teacher's Binder for record keeping for years. In the event that we do not have someone who speaks a language other than English of a new admits, we contact the Translation unit.

After reviewing this year's Parent Survey and program Selection forms, all parents (two of them) of newly eligible ELLs chose ESL

Program as their option 1, Dual language Program and Transitional Bilingual Program as option 2 and 3 respectively. Within the past three or four years, majority of the parents who attended the orientation chose ESL Program which is the program or service model of the school. The ESL teacher kept a tally records of the parents' responses to determine and/or compare what program choice the majority of the parents want for their children. In so doing, school would be able to meet the parent's need and could offer a program based on what the majority of the parents choose.

After doing all the testing, handscoring and parents orientation, the ESL teacher then checks the NYSESLAT Exam History Report that was generated from the ATS. The scores in the RLAT indicates the ELL's English proficiency level, i.e. beginners, Intermediate, Advanced. This is also the basis of grouping students for ESL instruction. If the child is still eligible to continue receiving ESL services, Continued Entitlement letters are sent home to the parents. If they test out of NYSESLAT, parents of these ELLs are sent with Non Entitlement or Transition Letters to inform them that their child is already English proficient and will no longer receive ESL services. All these letters are translated in Spanish and Arabic, etc. For each letter sent home, the ESL teacher has to put a copy of that letter to each child's file and keep copies of these letters in the teacher's ELL Data Binder for record keeping for years.

Towards the end of every school year, each Spring, the ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their language proficiency progress. Students with disabilities are provided testing accommodations that are specified in the IEP. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Within the NYSESLAT administration schedule, the ESL teacher administers the Speaking part of the test to individual students. The Listening, Reading and Writing parts of the test are administered by grade bands K-1, 2-4, and 5-6 one day at a time. Each grade band is tested in a separate location by the ESL teacher and two other teachers assigned on the date that the school chose. To ensure that all ELLs take the NYSESLAT, the ESL teacher has to generate the NYSESLAT Eligibility Roster (RLER) report. This report lists all NYSESLAT eligible ELLs of the school for that year. Teacher also generates LAB-R Eligibility Roster(RLER) report in case there are newly admitted students who are possible ELLs. This is done to assure that all ELLs are tested with the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		0	0		0	0		0	0	0
Dual Language		0	0		0	0		0	0	0
ESL	5	0	0	4						9
Total	5	0	0	4	0	0	0	0	0	9

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	EL	EP																
Spanish																			0	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 L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	2	1	1								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1				1									2
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	1	1	2	2	1	0	9						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The ESL program at Brighter Choice Community School (BCCS) uses a Pull-out model. The ELLs are picked-up from the classroom and provided differentiated ESL instruction according to grade and proficiency level. The grouping is by grade span, i.e. students in Kindergarten and First grade [Beginners (B) and Intermediate (I)] together, grades two and three (B/I), and grades four and five (B/I). Advanced ELLs are also grouped by grade span: K-1, 2-3, and 4- 5. The beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will also receive at least 180 minutes of ELA instruction in the classroom.

The school's ESL program is designed to develop both the social and academic development of ELLs. Basic interpersonal communication skills of ELLs in English are developed through cooperative learning approach in pair or in small group. The ESL teacher uses Thematic Unit in delivering content area instruction. Since the school uses the Balanced Literacy Program across the grades, the ESL teacher works in collaboration with the classroom teachers of ELLs through conversations and meetings to assist the students in reading, writing and language development. Classroom teachers of ELLs are given the articulation forms/sheets where they could indicate the topic/unit of study for the month in order for the ESL teacher to align ESL instruction and reinforce the literacy and Math lessons that the classroom teacher is covering in the class. Thematic Unit is used in delivering the content area instruction in Science and Social Studies. The ESL teacher delivers 100% English in providing differentiated instruction using TPR, hands-on activities and Language Experience Approach- i.e exposing them to speaking and listening activities during the read-alouds, playing & discussing books on tapes,

A. Programming and Scheduling Information

interactive learning on computer, phonics, and language patterns. The ESL teacher uses sheltered instruction- i.e. using English language instruction in teaching the content area topics more comprehensible to students with limited vocabularies. This includes using visuals, demonstrations and collaborative learning activities for the ELLs.

Knowing that a child speaks a language other than English based on the HLIS form, he will be appropriately evaluated in the native language. Newly admitted ELLs who speak Spanish are tested with Spanish LAB and those ELLs in testing grades who are in the system for a year, are provided with test materials in their native language in statewide Math, Science and Social Studies tests. The school sets aside funds to pay for an eligible bilingual-Spanish/Chinese/Arabic individual who does the translation if necessary, in their native language or to order/purchase materials that are in their native language.

Currently, we don't have SIFE students. However, if a SIFE student is enrolled, the school will follow the screening procedure stipulated in Appendix A of the BESIS. If proven SIFE, students with a home language of Spanish should take the Academic Language & Literacy Diagnostic (ALLD) test for placement.

The school will provide a very supportive environment that respond to the immediate social, cultural and linguistic needs of these students. The following may be provided: immersion in the English language, buddy system with peers or classmate who can help the SIFE student adjust to the class activities, student and parent are given access to support services in native language, instructional materials/methods will be designed to accelerate the academic achievement like phonics using the Wilson Foundation program. The ESL teacher will provide and continually reinforce concepts and language in academic instruction and integrate these concepts across content area lessons.

ELLs who have less than 3 years in the U.S. schools continue to receive 360 minutes of ESL services for beginners and intermediate, and 180 minutes for advanced level until they become English proficient and test out of the NYSESLAT. They receive at least 180 minutes of ELA in the classroom. Under the NO Child Behind Act (NCLB), the ELLs in the testing grades will take the state test in Math and if the ELLs are in 4th grade, they will also take the Science test. These ELLs are exempt in taking the ELA state test during their first year of arrival to the United States, but they will take it after one year of school. Therefore, the ESL teacher has to prepare them to get ready for these tests. The ESL teacher specifically teaches them the language of the test and vocabulary. They are taught with the workshop model in reading and writing to increase academic proficiency level, develop thinking skills and pass the standardized assessments. They are also taught how to use the bilingual dictionary (word-to-word translation) that they could use during the content tests.

ELLs who have been receiving 4 to 6 years of ESL services and the Long Term ELLs (completed 6 years) are pulled out in small group for differentiated ESL instruction. They are also referred for intensive Academic Intervention Services (AIS) where they receive intensive literacy and language instruction. The ESL teacher provides explicit instruction in the five components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension during the extended 371/2 minutes.

This year, we have three ELL-SWDs who are provided with focused instruction in phonics and small group guided reading and writing. More language drills in both oral or written forms, listening activities and test preps are provided. The speech teacher serviced these ELLs as per IEP. During the 50-minute literacy block, the IEP teacher will perform small group instruction with designated ELL-SWDs. These students will also be served during the After-School Program from 3:00 to 5:30 p.m. Monday and Wednesday and from 4:00 to 5:30 on Tuesday and Thursday. The program targets these identified ELLs.

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:

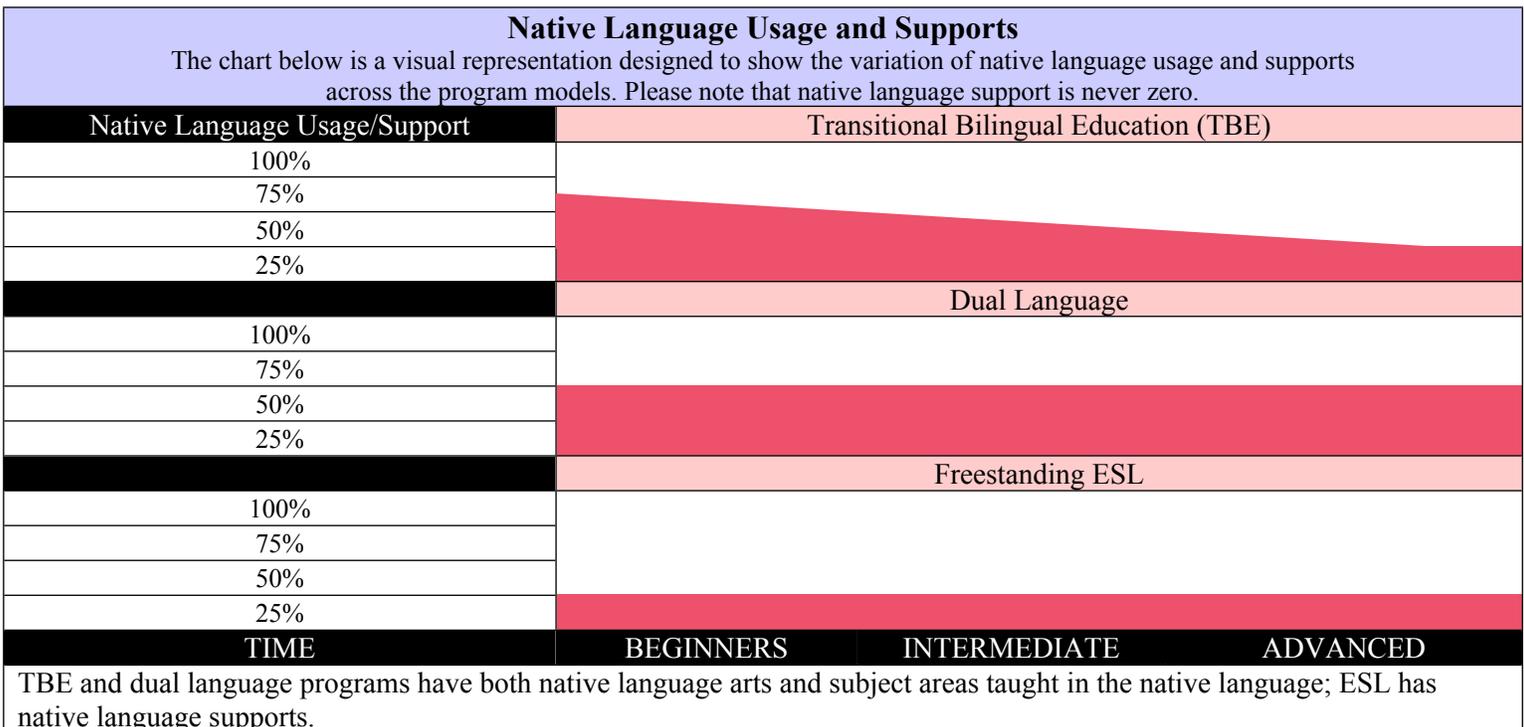
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			

Science:	N/A

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?

In addition to literacy and content area instruction received in the classroom, the school increases Academic Intervention Services (AIS) for students including ELLs whose performance are below grade levels. The beginning ELLs are pulled out by the ESL teacher during the 371/2 extended day every Tuesday from 2:20 to 3:35. There is no targeted intervention program for ELL subgroup alone but there is an AIS group of students whose levels are below their grades. All students are invited to attend the After-School Program. This program offers both academic and social support to students from K-5, from 3:00 to 5:50 every Monday and Wednesday and from 4:00 to 5:30 every Tuesday and Thursday. All students also attend the C.H.O.I.C.E curriculum, a value and character development program provided by the Guidance Counselor. Professional Developments are provided to teachers who are providing intervention to children with limited English proficiency and at-risk students. Additional ELA periods are provided to grades 2 to 5 students including ELLs by the AIS teacher for 45 minutes, three days a week. ELLs who have speech difficulty are serviced by the Speech Teacher. Saturday Academy is also set in November.

The ESL teacher chooses a Thematic Unit to teach the lessons in Science and Social Studies. Resource materials such as Scott Foresman ESL Sunshine Edition and the Into English are used to support content-area instruction. This program uses book on tapes, posters, workbooks and picture cards in different proficiency levels. These are language-rich materials with picture supports to make the content and language comprehensible. In Math, the ESL teacher uses different reference books and workbooks of Kaplan & Ladders to Success. Most of the time, the ESL teacher uses the internet to print Math worksheets to reinforce the lesson covered during the day.

The ESL Program provides a nurturing environment and offers the same quality academic instruction that native English speakers received in the classroom. This is because the ESL teacher aligns her instruction with the ELA and Math curriculum. The ELLs are allowed to use their native language with the teachers and peers in both academic and social setting so they could express themselves in their transition to developing English proficiency. ELLs are encouraged to borrow books to take home to read with the parents. They could access to bilingual dictionary, bilingual books and instructional charts to read and use while they are in the the ESL classroom.

The school makes sure that students who tested out of the NYSESLAT will continue receiving additional academic support from academic support staff (i.e. AIS, Resource Room, etc.) for two years. They will continue to have testing accommodations (i.e. extended time and a half and separate location) in a statewide ELA and Math assessments.

Every year, the school holds an open-house to all students and parents, including ELLs, at the beginning of the school year. The administration and staff welcome the students and families to the school. On the first day of school, all new incoming students including ELLs are gathered in the hallway where all teachers and staff assist in the transition of the first day. The school hired a Spanish teacher to give all other non Spanish students the opportunity to learn Spanish and make the Spanish speaking ELLs more proficient in their native language as they develop proficiency in English and become bilingual speakers.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

The ESL teacher attends staff development throughout the school year. She joins with other ESL teachers in a monthly ESL liaison meeting in order to be updated with the research-based strategies and current ESL related issues and information. The ESL teacher also attends professional learning opportunities sponsored for ESL teachers from Network 410 and PDs from the Office of ELLs and from the Brooklyn/Queens BETAC to learn new innovative ways and research-based ESL strategies.

The school provides professional development to school staff including assistant principals, guidance counselors, speech teacher, secretaries, parents' coordinator and all classroom teachers especially those with ELLs. These PD's are focused on Common Core Standards, data analysis. Most PDs are school-based provided by the AIS person or by the school principal. Some PDs are provided by the network. The network ESL person/ESL specialist from the network provides PD's to classroom teachers to meet the minimum 7.5 hours of required ELL training. Records of agendas and attendance to the PDs are filed and kept in the AIS/Reading Recovery Teacher's PD binder in her office. Brighter Choice Community is a Teachers' College school, therefore, PD Calendar dates from TC are scheduled for current school year as follows: Sept. 19, 21, 26, 28; Oct. 2, 4, 9, 16; Nov. 2, 9, 16, 28; Dec. 5; Jan. 18, 25; Feb. 1, 8, 15, 29; March 6, 13, 23, 30; Apr. 4; May 15, 22; June 7. In addition, Ms. Shante' Chunn from the network, provides Math PD's bi-weekly to the classroom teachers to support staff in terms of planning and curriculum implementation aligned with the Common Core Standards.

Weekly grade meetings are in place at BCCS to support the teachers' instructional needs. The school ensures that 5th Grade teachers receive help from coaches in exposing their students to higher grade level lessons and higher expectations in terms of reading, writing and rubrics. Every year, 5th Grade classes go to field trips to different Middle Schools to let them see what are the expectations they need to meet when they graduate and enroll to a middle school. Inter-school visitation is scheduled for 4th and 5th grade classes, with or without ELLs. This will help the teachers gain some insights how other schools support and prepare the ELLs in their transition to middle school. The Guidance counselor has never received any PDs around ELLs. However, she supports teachers in dealing with students and some ELLs who have IEP's. She helped these students in their social and emotional well-being especially in their transition to middle school.

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?

Brighter Choice Community School welcomes all parents and values their input as a partner in building a learning community. The School Principal, the ESL teacher, the Family Assistant and the PTA President reach out to parents through conversations, home visitations, parents' meetings, letters sent home and phone calls. ELL Parents' Orientation, Parents' Workshops, Open-School Nights and Parent-Teacher conferences are in place to get them involved in their child's academic development and success. Extracurricular activities are planned for parents and their children together to get involved in school activities. These include Banking, Book Fair, Fund Raising, monthly PTA meetings and Parents' Workshop. All parents are informed of their children's academic progress through letters and the ones sent home to parents of ELLs are written in their native language. If there are school activities, flyers and invitation letters are sent home to parents in English and Spanish. The Hispanic Heritage Month celebration participated by parents especially parents of ELLs is an avenue for parents to support the students' social and cultural enrichment. They are also active participants in the school's fundraising activity and scholastic Book Fair. During the "Parent Read", parents come to the classroom to read with the child or the class every Friday from 8:00 to 9:00 a.m. During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making. The school also works in partnership with YMCA who provides swimming activities/lessons to 2nd Graders and hosting PDs to parents including parents of ELLs.

The school has no parent coordinator, however, the school Community Assistant and Family assistant do the job of the parent coordinator to evaluate the parent's needs through one-on-one conversation, phone calls and even listening to parents' concerns as they come into the school office. During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making. These parental activities provide the parents with more concrete information about their child.

The needs of the parents are evaluated through "Seasonal Questionnaires" in terms of academic support they need for their children. These survey will be sent home to determine what are the parent's needs which will be discussed during the workshops and meetings. The survey will determine what do parents' need which will be discussed during the workshops and meetings. Options are open as to whether they like to do volunteers as learning partners or to attend the scheduled Parents' Workshop.

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)	1				1									2
Intermediate(I)	1													1
Advanced (A)	0													0
Total	2	0	0	0	1	0	0	0	0	0	0	0	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

The classroom teachers use the K-3 ECLAS 2, Teacher's College Assessment for K-5 and Running Records as needed to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results shows the ELLs' different reading levels. In grades K-2, one ELL read below level A, two ELLs are level A readers, one level D. This data points to a need for intense reading instruction for ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that these students will meet the learning standards and read on grade level. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Each song emphasizes a letter of the alphabet with corresponding Big book to enable the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

The LAB-R is the basic assessment tool used for ELLs to determine their English proficiency level. This year's LAB-R showed that most Kindergartens are at an intermediate level. However, the new arrivals are beginners. Therefore, instruction should focused on language development and vocabulary for upper grades. Kindergarten and first grade lessons should focus on alphabet recognition, sight words and phonics. In as much as the school has only a very few ELL population, there is no Periodic Assessment administered to these ELL. However, during the year, the ESL teacher uses authentic assessment such as Daily Observation, Performance Assessment, and Class Portfolio.

In May, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to measure their progress. The NYSESLAT results indicate that the proficiency level of most students move up in all modalities of listening, speaking, reading and writing during the first two years. During the third year, however, results showed that their performance move down which implies that the ESL teacher needs to teach students how to increase their stamina to endure more rigorous yet engaging instruction in reading and writing. The ESL teacher's focus is on teaching phonics, guided reading and use Bloom's Taxonomy's art of questioning to develop thinking skills. Echoing, choral reading, Read-alouds and books on tapes are used as listening and speaking activities. These assessment results overall, determine what skill each child needs to grow that drives the teacher's instructional decision. The success of the school's program for ELLs are measured in the achievement of the targeted goals in terms of the parents' active response and participation in school, improved basic skills and English language proficiency of ELLs.

Additional Information

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

Paste additional information here

School Name: <u>Brighter Choice Community Scho</u>		School DBN: <u>16K627</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fabayo McIntosh	Principal		12/19/11
	Assistant Principal		
	Parent Coordinator		12/19/11
Fe Montarde	ESL Teacher		12/19/11
Lateefa Carter	Parent		12/19/11
Christine Rivera	Teacher/Subject Area		12/19/11
Marcella Walcott	Teacher/Subject Area		12/19/11
	Coach		
	Coach		
Zahara Duncan	Guidance Counselor		12/19/11
Altagracia Santan	Network Leader		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K627 **School Name:** Brighter Choice

Cluster: 4 **Network:** 410

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.

At the beginning of the year, the school assesses the written translation and oral interpretation needs of the parents with the use of the Home Language Identification Survey (HLIS) forms that were filled out by parents at registration. This forms are validated by the ESL teacher and result is used to determine the language needs of our families. It is also determined through informal interviews and conversation. We set aside funds to pay translation services. In addition to translation funds, during parent-Teacher Conference the three bilingual teachers in the school are made available to help translate the information to the parents in their native language . When parents are sent home with written information, they receive this information in English and in their native language. We also work with parent volunteers to translate for families.

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.

This year, 15% of our families' native language is Spanish, and its population has always hovered around this number. Lately, we have seen an influx of Arabic-speaking families. 1% of our family's native language is Arabic. The school addresses this interpretation needs of our families by requestiong translation of forms and letters from the Translation unit. The school staff has been made aware of the patterns and trends of school community home languages as well as the influx of Arabic-speaking families through faculty conferences and grade meetings. Parents were also informed of this language trends during PTA meetings.

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.

PS 627K sends letters to parents using the translated letters from the DOE website. Translated versions of these documents in Spanish and Arabic are printed and sent to parents together with the English version. This is done to ensure that parents fully informed and that they understand the information especially in their rights to translation and interpretation. Brighter Choice Community has three bilingual staff members who also assist with translating services especially during parents' conferences. All documents that are sent home in English also go home in Spanish.

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

Oral interpretations services are generally provided by in-house staff members. However, with the 1% Arabic-speaking family who has a member who understands English, the school used a parent volunteer to translate for that family in case that member is not available. If complex task requires sophisticated translation or interpretation, the school may avail of the service of the Translation unit.

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>.

Very important documents and memorandum such as the parents Bill of Rights, signs of interpretation notice and school safety plan are made available in English, Spanish and other languages to the school community. This information is posted on the conspicuous area at the school entrance so the parents could read these information as they enter the school building. Additionally, all of our non native English families attend the mandated Parent orientation with the ESL teacher who explained their rights as parents.

