



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** CASTLE BRIDGE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M513

**PRINCIPAL:** JULIA ZUCKERMAN

**EMAIL:** JZUCKERMAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELSA NUNEZ

## 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
Julia Zuckerman	*Principal or Designee	
Vonalis Pina	*UFT Chapter Leader or Designee	
Tara Crean	*PA/PTA President or Designated Co-President	
Crystal Williams	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	
Mireia Castillo	Member/parent	
Dao Tran	Member/parent	
Jeff Frank	Member/parent	
Michelle Grate	Member/parent	
Andrea Fonseca	Member/teacher	
Sally Cleaver	Member/teacher	
	Member/	

\*\* 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Parents, students, and staff will support the introduction and development of a rigorous dual language program and culture, in which the structure and content expectations for kindergarten and first grade are clear, and staff receives professional support, to all involved by June 2013.

### **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.  
As a new school, parents, children and staff are all invested in creating the kind of dual language program that will work for our community. Because we are new, we needed all of the stake holders involved in developing the curriculum and culture that will support the goal of bilingualism and biliteracy.

### **Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - b) strategies/activities that encompass the needs of identified student subgroups,
    - Through use of the roller-coaster model, children will be exposed to English 50% of the time and Spanish 50% of the time
    - Books in Spanish and English will be sent home on a daily basis for parents to read to children
  - c) key personnel and other resources used to implement these strategies/activities,
    - All classroom staff are bilingual
    - Classroom staff who do not have the bilingual-extension will be working toward it
    - Teachers will attend OELL professional development sessions and turnkey learnings to the full staff.
    - Whole staff PD at least once every 6 weeks for two hours will strengthen dual-language work.
  - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Through the weekly whole staff and grade meetings, teachers develop appropriate assessment measures for kindergarten and first graders
  - e) timeline for implementation.  
Ongoing throughout the 2012-2013 year

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parents join children for community sing on Monday mornings. In this way parents learn songs in Spanish and English, meet each other and experience some of the language acquisition strategies we use with the children.
  - Parents are the invited audience for Friday morning recitals in each class. At recital parents become familiar with the capacities of the children in the class in both languages.
  - Books that are sent home to read to children are also bringing parents into the language acquisition process.
- Systems of communication will be established that provide equal access to Spanish and English dominant parents.

- PTA meetings are held with simultaneous translation for Spanish dominant parents
- All written materials are distributed in Spanish and English, including letters from the teachers, weekly letters from the principal, all emails, reports on each child.
- PTA, parent coordinator, and principal will develop a structured plan to make PTA meetings accessible to parents of all language groups.'
  - We have made efforts to make simultaneous translation available for Spanish dominant parents
  - We have recently learned that Spanish dominant parents are more likely to be on Facebook than have a regular email account, so we are now looking to communicate that way as well
- A language expert will be hired using OTPS funds to provide classes for parents who wish to learn English or Spanish.
- A weekly parent newsletter will include poems and a word puzzle in Spanish and English for the families to share. Children will memorize poems to present during the Friday morning recitals in class.
- Books in Spanish and English will be sent home on a daily basis for parents to read to children.

**Budget and resources alignment**

- Indicate your school's Title I status: 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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We have staffed in order to hire as many teachers as possible with bilingual special education licenses. We also have a bilingual social worker who assists with the integration of children and parents who have particular learning, social and economic needs.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Students will engage in a rigorous curriculum that is balanced with inquiry and skill development. The curriculum is aligned to the Common Core Standards. 100% of students will engage in at least two literacy and two mathematics units that are aligned to the Common Core Standards.

**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.

Working together as a new staff building common core aligned curriculum is critical for our development as cohesive staff with coherent approaches to mathematics and literacy.

**Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - We are using the Spaulding method for decoding, and linguistic phonics for encoding. These approaches to word work support our literature rich curriculum. Whether it's in Spanish or English children are experiencing high quality fiction and non-fiction text in many genres
  - Our math curriculum ties the Investigations Curriculum with the Common Core Standards
- b) strategies/activities that encompass the needs of identified student subgroups,
  - Our classes are dual language and also inclusive and mixed age in order to integrate the widest range of children we can accommodate.
  - OT, counseling and speech providers push into classrooms as much as possible to give services
- c) key personnel and other resources used to implement these strategies/activities,
  - All teachers and paras are trained to use dual language and differentiation strategies
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - All staff meet weekly
  - Classroom teachers meet with the social worker and principal prior to IEP meetings in order to consider best approaches for the differentiation for the child's needs
- e) timeline for implementation.
  - Teachers meet monthly with staff developer to work on alignment of Common Core Standards to curriculum in all areas of literacy.
  - Teachers meet monthly with math specialist to work on alignment of Common Core Standards to curriculum in mathematics.
  - We have been awarded the DOEs Performance Assessment Grant for \$8,000. Lead teachers collaborate with Network schools that have the same grant to work on Common Core alignment for units and assessments which will also include 3 or 4 rounds of Lesson Study.
  - Grade teams will use our descriptive processes to look at student thinking and work, analyze for next instructional steps and discuss any programmatic changes that need to be made going forward

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 1<sup>st</sup> 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;

#### **Budget and resources alignment**

- Indicate your school's Title I status:  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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Teachers attend monthly workshops on math assessment coordinated by Kate Abel our math consultant
  - Teachers attend monthly workshops in descriptive assessment facilitated by Cecelia Traugh at LIU, and Sarah Hahn Burke at the Perceptual Development Institute
  - The above consultants also work with staff in the classrooms on a monthly basis
  - Principal, parent coordinator and social worker work with parents to keep them current on approaches that the school is using.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**Improve attendance rates from 93% to 95% by June 2013.**

#### **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.  
--Mid-year attendance rates for the school are at 93%.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - weekly print outs of attendance trends are used by the principal, secretary and social worker to track the developments for children whose attendance is below 90%
    - parent coordinator and secretary call home to check on children who are absent
    - letters are sent home to parents of children who have high absence or tardiness
    - attendance teacher will be sent to the home of children with unresolved 407s
    - secretary has all parents who are late for drop off or dismissal sign a book
  - b) key personnel and other resources used to implement these strategies/activities,
    - principal
    - social worker
    - secretary
    - parent coordinator
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - teachers are asked to encourage students and parents to be in school regularly and on time.
  - d) timeline for implementation.
    - January 2013- June 2013

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.  
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 1<sup>st</sup> 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;

**Budget and resources alignment**

- Indicate your school's Title I status:  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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Meet with secretary, social worker and parent coordinator once a week to review attendance and lateness data.
  - Secretary and parent coordinator will make calls on a daily basis to check up on children who are absent.
  - Social worker and principal will make calls to parents whose children have a significant pattern of latenesses and absences.
  - Letters will be sent to families who still do not make change in the patterns.
  - Face to face meetings will be set up with parents who still struggle with their child's attendance and latenesses.

**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	Spaulding method Linguistic phonics Estrellita	One-to-one daily instruction and practice with teacher, para, aide, or student teacher	During the school day, mostly as push-in sometimes pull out
Mathematics	Implementation of the Early Childhood Math Assessment Targeted instruction in constructivist strategies to build conceptual understanding and practice	One-to-one or small group instruction with teacher, para, aide, or student teacher on specified skill until it is learned	During the school day
Science	NA		
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social worker meets with identified students who are at risk depending on their needs it will either be a one-to-one session or a group session	Group sessions are sought when the child is displaying a need for socialization skills and assistance in making friends.	During the school day

### 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.

Our staff are all highly qualified.  
Teachers and other classroom staff attended a series of math workshops last summer.  
We met as a staff every other week during the summer.  
The entire staff attended a weeklong assessment conference in Vermont during the last week in July.  
The classroom staff meets every Monday for two hours after school.  
We are affiliated with Bank Street College and Teachers College. Both institutions send us student teachers.  
We look to those affiliations in addition to outreach to other professional networks as we anticipate expanding next year by adding a PreK class and second grade.  
There will be another 5 day retreat during the upcoming summer to plan and bring in the new staff.

## **PARENT INVOLVEMENT POLICY (PIP)**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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  
2012-13**

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 <b>Knecht/Sheehan</b>	District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>513</b>
School Name <b>Castle Bridge School</b>			

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

Principal <b>Julie Zuckerman</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Vonalis Pina/ESL</b>	Guidance Counselor
Teacher/Subject Area <b>Fanny Alerhand/Special Ed, SET</b>	Parent
Teacher/Subject Area <b>Andrea Fonesca, dual language</b>	Parent Coordinator <b>Crystal Williams</b>
Related Service Provider	Other <b>Geronimo Salaza, Paraprofessio</b>
Network Leader <b>Knecht/Sheehan</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>59</b>	Total Number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>18.64%</b>
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## Part II: ELL Identification Process

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

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

1. When students and parents walk into The Castle Bridge School/Escuela Puente Del Castillo, an ESL or another licensed teacher, along with the parent coordinator greets the family and informs them about our school. I, Vonalis Piña, who is a permanently certified, licensed K-12 ESL teacher working under this license, conduct an informal interview with each child and parent. I informally assess each child's spoken English proficiency and basic English and Spanish skills through conversation and utilizing a kindergarten leveled book (i.e., Go, dog, Run, by Dr. Seuss). Next, I administer the home language survey. If I am not available, the parent coordinator, along with another licensed teacher administers the survey. Geronimo Salazar, a paraprofessional, serves as a translator, as needed. Should a parent need translation for a language other than Spanish, we call the Department of Education Translation Service.

After this initial evaluation, I assess which students qualify for the Language Assessment Battery –R. I am responsible for all administration procedures of said test. Upon completion of the LAB-R, results are analyzed and should a child qualify for the Spanish Language Assessment Battery (Spanish LAB), they are then administered that battery. All of the above is completed within the first ten days of a student's admission to our school.

This is the first year that our school is in operation. However, we plan to administer the NYSESLAT annually. NYSESLAT will be administered to all students who did not test out of the LAB-R. The ESL coordinator, Vonalis Piña, will manage all testing administration and security.

2. In order to ensure that parents of students that are identified as ELLs understand all three program choices available to them our school invites said parents to an orientation meeting. Thus, upon identifying students in need of English as a Second Language services, a letter is sent home with each child notifying the parent that their child is entitled to ESL services.

A licensed ESL teacher and the parent coordinator lead the above-mentioned meeting. Parents are given the New York City's Department of Education Brochure indicating the diverse ESL options offered within the city. We also show parents the NYCDOE video introducing them to the three programs the city offers. At the conclusion of the video, all three choices are presented. In order to support parent choice, our school does not specify during this meeting which program we offer. We administer a parent survey where parents are able to choose the program they are interested in. Surveys are administered and collected in real time and we utilize data from the survey to place students within a program according to the parent's choice.

Following this portion of the data collection process, Castle Bridge sends out placement letters in English and in the child's home language. Said letters informs the parents that the child has been placed in their program of choice. As above-mentioned, this process is conducted within ten days of the child's admission to our school.

3. As stated above, entitlement letters are distributed in English and the parent's home language. They are placed in an envelope for the students to take home. The parent choice surveys are returned in real time because they are filled out in front of me following the video.
4. In order to place identified ELL students in bilingual or ESL instructional program we carefully and thoroughly analyze the parent surveys and place the student in the parent's program of choice. We hold meetings regarding our dual language program in the parent's home language and utilize the Department of Education translation services as needed. Because this is our first year of operation, we held a pot luck over the summer where parents came together and were given more information regarding our dual language progressive program. Additionally, we invite parents into the school on a weekly basis to participate and experience the dual language process in vivo. These procedures enrich and enhance the caregiver's understanding of the program into which their child will be placed.
5. As this is our first year in operation, we do not have the data that informs our school of the trend in program choices that parents have requested. However, our initial results indicate that parents prefer the dual language program this is indicated within their parent survey.
6. We are presently aligned with parent choice because 11 out of 11 students requested a dual language program. Furthermore, we are constantly and continuously monitoring parents' choice through our evaluation of ELPC as well as informal conversations with parents. As a result, we plan to meet and make necessary adjustments as needs shift in order to meet and reflect parents' demands.

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

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#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	3	3												6
<b>Freestanding ESL</b>														
Self-Contained														0
Push-In														0
<b>Total</b>	3	3	0	0	0	0	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	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
Dual Language	11		5							11
ESL										0
Total	11	0	5	0	0	0	0	0	0	11

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

### C. Home Language Breakdown and ELL Programs

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

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	7		3																10	0
Chinese																			0	0
Russian	1																		1	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																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	8	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 30

Number of third language speakers: 8

Ethnic breakdown of EPs (Number):

African-American: 9

Asian: 1

Hispanic/Latino: 33

Native American: 0

White (Non-Hispanic/Latino): 12

Other: 4

**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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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?

#### Part IV

- 1a) The Castle Bridge School is a Dual Language progressive public school, which adopts a roller coaster model of language instructions. Therefore, all content area instruction (e.g., math, science, social studies, literacy, music) is offered in both English and Spanish.
- 1b) Additionally, during our first year of operation, we have a total of three bridge kindergarten and first grade classes where two of the three are CTT classes and one is a general education k/1 class. As a result, students are heterogeneously grouped. Nevertheless, the school strives to maintain a 50:50 ratio of Spanish dominant to English dominant students, in order to support the dual language objective.
- 2a) Our staff holds a combination of bilingual extensions, ESL, special education and dual language licenses thus assuring that the mandated number of instructional minutes are provided according to proficiency levels within our dual language program. Furthermore, the dual language roller coaster model program offers native language instruction in Spanish and provides a print-rich, contextualized learning space for the ELLs. The staff is made aware of the learning needs of English Language Learners and provides rich and engaging libraries in both English and Spanish.
- 2b) The schools dual language program offers 1,010 minutes of native language instruction per week. Moreover, in order to support the language acquisition goals, teachers are coached and trained in ESL methodology skills during staff, and co-planning meetings. These skills are transferred into teaching skills that are used with all students. Additionally, we support the native language by providing a dual

## A. Programming and Scheduling Information

language library that includes books in both languages.

3. As described above content area instruction is delivered in both English and Spanish. The teachers use a print rich, contextualized environment. In order to support the needs of the ELL students a dual language library is always available. Differentiated instruction is practiced. For examples, teachers at our school utilize a variety of total physical response techniques, along with kinesthetic, auditory, and visual supports. The school integrates experiential learning into the curriculum. As a result, all students have the opportunity to utilize New York City as an open air classroom and experience the units of study in vivo rather than have a text book as the single point of reference.

4. Castle Bridge ensures that ELLs are appropriately evaluated in their native language through the use of EL Sol along with running records and informal assessments conducted on a periodic basis.

5a) As we are a school in its first year of operation, we currently do not have SIFE. However, when we do, we are really going to work to fill the need within that area. We are going to cater and design interventions for identified SIFE students by fully investigating and assessing students’ needs in order to address their deficit. We would provide necessary afterschool supports and programs as well as talk to parents to thoroughly understand students’ educational history and need.

5b) We plan to service newcomers (students who have been in the US for less than three years) through the creation of daily scaffolds that would ensure that content is comprehensible. The dual language program also offers daily native language instruction in the content areas. This allows for new comers to quickly understand the academic language in the room and within the school culture. Additionally, we plan on creating afterschool program just for new comers, where they will receive additional language support and necessary academic interventions. Teachers will co-plan with the ESL teacher and continuously assess the progress and comfort of the new comers.

Furthermore, because NCLB now requires ELA testing for ELLs after one year, we plan to create pedagogical interventions that will allow for familiarity with this assessment, scaffold learning and introduce testing strategies that will prepare students for the test.

5c) The Castle Bridge School does not currently have ELLs that are receiving service for 4 to 6 years. However, when we do we will meticulously assess and investigate their area of need and create appropriate support structures and interventions. These include and will not be limited to: lunch clubs, book clubs, experiential after school programs, which would extend and enrich their English language acquisition. Furthermore, we will be working closely with the children’s caregivers in order to create a language rich home environment.

5d) As stated above, even though Castle Bridge does not have students who are considered “long-term” ELLs (completed 6 years), when we do we plan to examine the causation for their long term status and carefully individualize support that will render them the facility to transition out of the program. As previously stated, the nature of our dual language program will allow students to approach language experientially, so that language acquisition in both English and Spanish becomes a living integrative process. Consequently, the long term ELLs along with their parents will be able to draw from all resources offered by the school in order bolster their language acquisition experience.

6) Teachers of ELL-SWDs use a variety of teaching strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. As stated above, these instructional materials and strategies include but are not limited to differentiated individualized instruction, use of technology such as iPads for academic and visual support, kinesthetic, auditory, and visual learning techniques (e.g. TPR), use of visual aids throughout the classroom, the creation of predictable classroom routines which are enforced by song, the use of multisensory material. Additionally, teachers will carefully analyze the student’s instructional need and will be guided by the individualized educational plan where applicable and cater strategies and material appropriately.

7. The Castle Bridge School provides the least restrictive environment for all students. Our classes consist of either a CTT or general education class with SETTTS support. Teachers co-plan with ESL licensed professionals wherein the language and instructional needs of each child is carefully addressed.

### 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:

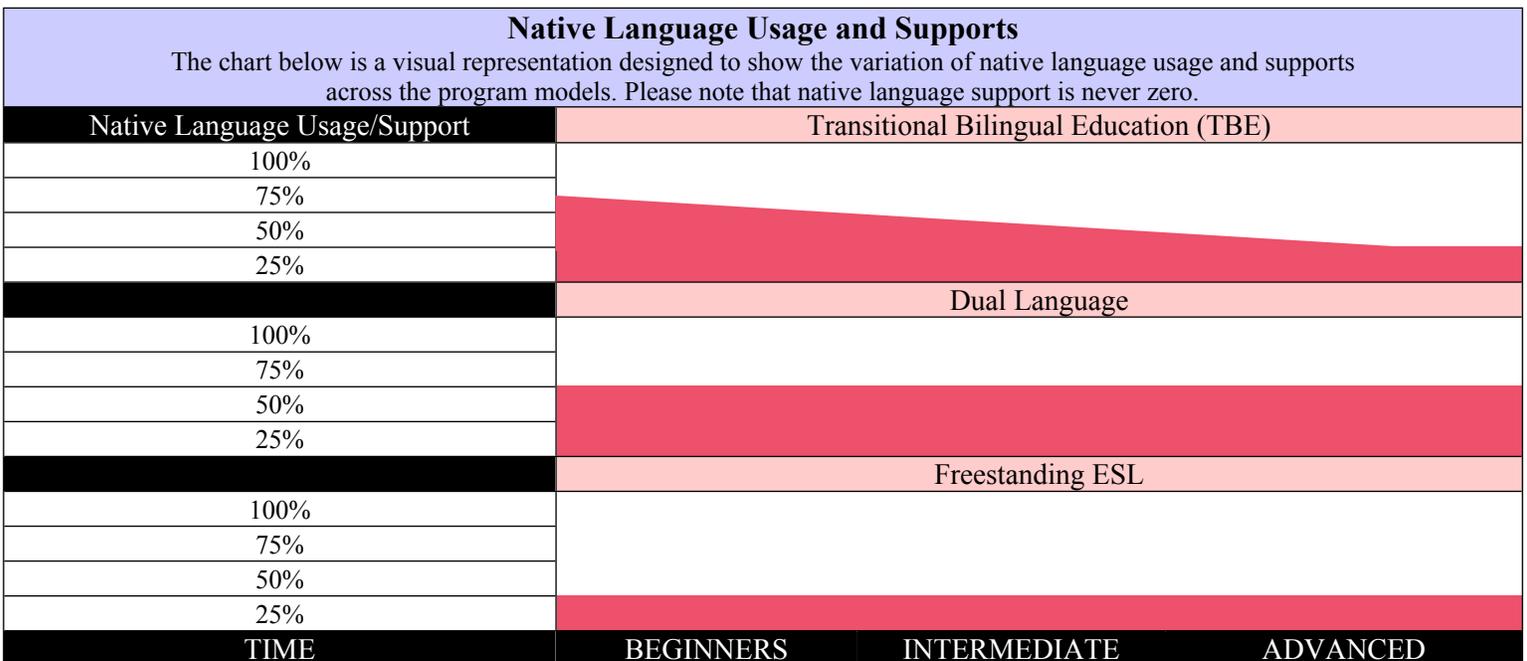
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## **B. Programming and Scheduling Information--Continued**

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

8. The Castle Bridge School offers the following targeted intervention programs of ELLs in ELA, and math. We follow the Wilsons and the Spalding Method for reading linguistics and phonics for writing. This intervention targets the needs of the ELLs because it reinforces and familiarized them to the idiosyncrasies of the English Language. Additionally, we utilize Estrellita to support interventions in native language acquisition.
9. We know that ELLS get two years of testing accommodation and therefore ensure that classroom teachers and providers know that ELLS are allotted two years of testing modification. Even though we are not mandated to service them we ensure that their needs are being met by continuing to discuss and plan with teachers in order to safeguard improvements.
10. We are a new school and therefore we will be monitoring the needs of our students and as previously mentioned, develop programs that will target their specific needs. Programs that are being considered and developed are: a two day a week after school program in order to do social studies interventions, experiential community outings, chess programs, NYCARES, a lunch enrichment program, a gardening program, we are affiliated with EL Taller and will use them to enhance our language education. We are in the process of developing a dual language music program that will enrich the progression language learning.
11. We are a new school and therefore are not going to be discontinuing any programs at this time.
12. All of our programs are opened to all students. Students understand their eligibility for programs because all notices are distributed in English and the student's home language. As listed above, programs offered include but are not limited to afterschool program through PAL, and private agency, (BRICK, art from local community, NY CARES, creative expression, Chess in the school)
13. As previously mentioned, the English Language Learners at The Castle Bridge School/Escuela Puente del Castillo are supported through the use of a variety of instructional materials, including technology. These include a dual language library that offers a cornucopia of reading materials to accommodate readers at all levels. The availability of reference materials such as dictionaries, picture dictionaries, thesaurus, and bilingual dictionaries, also support the instruction. The use of visual aids, clearly labeled classrooms, translated materials, and books on tape within our listening centers. The English texts within the rooms are indicated in blue ink, while the Spanish text are indicated in red ink. Software, listening centers, and related websites are also available as instructional supplemental supports for our English Language Learners.
14. Native language materials are available for all students at all times. The Castle Bridge School/Escuela Puente del Castillo supports the native language of its students through the use of ESL methodology in all classrooms. Additionally, as previously mentioned we have dual language libraries, dictionaries, and content area books in Spanish, websites that children can go onto, native language websites and the teachers make use of professional development that enriches their knowledge of further supporting the native language of the children.
15. At The Castle Bridge School/Escuela Puente del Castillo all of our support services and resources are targeted to appropriately facilitate the education of all ELLs. All of our resources, materials, and services are appropriate for all relevant ages and grade levels.
16. Prior to the beginning of the school year, our school sends out a letter to all of the parents in English and the child's home language. The Castle Bridge School/Escuela Puente del Castillo also holds an annual potluck allowing the parents to meet each other and become acquainted with the teachers. These potlucks also serve as an opportunity for questions to be answered and as a preliminary connection to the school community. Parents are also welcomed into the school during the days prior to opening in the forms of parent volunteers to help with classroom set up, thus furthering the schools attempt at creating a welcoming and inviting environment into their new academic community. Additionally, prior to the commencement of the proceeding academic year, open houses and orientations are held where parents have the opportunity to walk through the school community and experience the school's pedagogical philosophy in vivo.

17. This question is not applicable to our school as it does not offer electives in the same manner as a high school at this time.

### 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)?

#### C) Schools with Dual Language Programs

1 and 2. As previously mentioned, The Castle Bridge School/Escuela Puente del Castillo implements what is referred to as the roller coaster dual language model. Within this model 50% of the instructional day is in English and the second half of the day is in Spanish. The following day begins the day's language spoken on the previous day and then switches to other language half way through (see table 1). As a result, children receive about 1,010 minutes a week in Spanish language and 1010 minutes of English language instruction. EPs and ELLs are integrated with all students throughout the day and are never separated or excluded from any activity. As previously stated, students are taught in both English and Spanish for all of the content areas and the content areas are not separated but integrated throughout the curriculum.

Table 1.

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
English	Spanish	English	Spanish	English	Spanish
Spanish	English	Spanish	English	Spanish	English

2) How is language separated for instruction (time, subject, teacher, and theme)?

As previously mentioned, the within the dual language program, instruction is taught in both languages. Within the classroom environment, there is color coding of languages in the classroom: Blue is English, Red is Spanish (everything we write in English for children to see we write in blue, and everything we write in Spanish for children to see, we write in red, we also color code the books and some rooms have color coded baskets).

In some of the rooms the transition from English to Spanish and vice versa is indicated by a transition song as well as a switch in the teacher's tie, watch, or teaching apron from blue to red (and vice versa). Additionally, some rooms keep two separate word walls and this is switched from blue to red (and vice versa); blue indicating that the room is conducting instruction in English and red to indicate that instruction is occurring in Spanish. Other rooms further distinguish between English and Spanish by placing English books in blue baskets and Spanish books in red baskets.

4) We use the Roller coaster model: morning in English, we switch to Spanish right before recess and the next morning we begin in Spanish and switch to English right before recess. Switching is clear and an evident in several ways (1, 2, 3, "clic", changing certain sings in the classroom, tie, apron etc....)

We use chants and songs throughout the day for routines and transitions. Melody and rhythm make the words stick to children's brains in a special way. Thus when we need children to learn certain vocabulary or content, we make up a song or use a song we know.

Planning for language and vocabulary development occurs within all the areas. In a dual language classroom we are never just teaching a subject (i.e. math, science) we are always teaching vocabulary and language. - For example if we are teaching "grab and count" a math game in Spanish, we are also teaching the words "aggara y cuenta". Or if we are using a die, we are also teaching the word "dado" o "cubo de contar".

5) As stated previously within this document, there is a group of children learning in their second language every day, so we are very careful about using strategies to make sure everyone understands what is happening in the classroom and the content we are teaching.

Therefore, emergent literacy strategies are taught daily in the child's native language according to our roller coaster model. Some strategies used are: o Singing:

o ASL: we use signs, the same in both languages (i.e. bathroom, water, sit, same, different...) This helps them communicate when we are using their second language

o Pictures, visuals and dramatizations: We use visual information in very clear and intentional ways, so that children can follow

what we are saying without understanding every word

Dual language works! It helps us by reminding children that the more they pay attention to us when we are speaking the language they do not understand the faster they will begin to learn it and understand it. We give them clues with our faces & gestures, our hands, we point to pictures, and we dramatize.

Emergent literacy skills are always taught in the child's native language first.

#### **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.

##### D. Professional Development and Support for School Staff

1. The Castle Bridge School/Escuela Puente del Castillo will offer two, two hour professional development days a year by the ESL Coordinator for all staff. This PD will provide up to date strategies and skills that will be applied with all students but with the goal of addressing the needs of English Language Learners. Additionally, all school staff (including but not limited to teachers, CTT teachers, ESL teachers parent coordinator, secretary, paraprofessionals, speech therapist, social worker, principal, dual language teachers etc.) will participate in OELL workshops, and network professional development throughout the year. Our school will work to bring outside consultants to provide professional development within the building in order to balance the amount of time our staff has to go off site. We have thus far offered Work Sampling, Responsive Classroom, math and literacy workshops.
2. At the moment, we do not have a fifth grade but when we do our staff will work diligently to help with the transition to middle school. We will arrange visits to middle schools, teaching kids to be self-advocate, hold parent meetings to understand needs of ESL students will have when they go to middle schools and work with the middle school staff to ensure that they are aware of the needs that our ELL students have. For example, to ensure that ELLs are eligible to get testing modification while in middle schools. We might also create middle school student liaisons where our graduates will come in and present their middle schools to our senior students and in this manner maintain an extension to our school community.
3. As per Jose P., our school will ensure that a minimum of 7.5 hours of ELL training is included for all staff. As an ESL teacher and coordinator I will attend network meetings where we turn key information at grade and staff meetings. We have blocked co-planning times where portions are used to train and speak about the importance of using ESL methodology and strategy. We will assess how each child is progressing and adapting in each classroom and adapt our strategies to target individual needs. Furthermore, any time ELL training is conducted an ELL compliance record is kept via a sign in sheet and an agenda.

#### **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?

**E) Parental Involvement**

1-4) At The Castle Bridge School/Escuela Puente del Castillo, we actively work to integrate our parents into the school's community and culture. All parents are invited to a yearly potluck over the summer where they have an opportunity to share their culture and customs with the parent community. This potluck also serves as an informal way to begin establishing parent partnerships. The parents of our English Language Learners responded well to this event and commented to our teaching staff that this event made them feel included within the community.

In addition, we have class parents and parent buddies where parents unite to help each other during events such as school trips and community events. All communication sent home is in the student's home language as well as in English. Furthermore, we provide orientation meetings for our ELL parents meet and greet a dual language curriculum night, as well as individual meetings with each teacher at the beginning of the year.

Moreover, the entire school staff is consistently vigilant in evaluating and addressing the needs of all our parents. We meet with them daily at dismissal. We set up convenient times for them to come in and we actively listen to their concerns. The staff then sets aside time during their co-planning sessions and weekly staff meetings in order to work on strategies that would best service the needs that have been presented. Additionally, we provide parents with surveys and questionnaires, we hold School Leader Team meetings, we make use of our class parents, send out weekly and bi-weekly newsletters per class, we hold informal interviews, and have regular PTA meetings.

Due to this effort we connect the parents with community partners that will further assist them. At the Castle Bridge School/Escuela Puente del Castillo, we believe that the school is an extension of the community and not an individual system isolated on its own. In this manner, the needs of all families, especially the multi-faceted needs of our ELL learners are taken into account and addressed to the best of our ability.

As a result, we have partnered with community based organizations that assist us in providing services and workshops to the ELL parents. These organizations include but are not limited to: El Taller, the New School, Harlem Institute for Family Health, Columbia Presbyterian Hospital, The Fortune Society, The Osborne Organization, and Harlem One Stop.

## 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)	3	2												5
Intermediate(I)														0
Advanced (A)	5	1												6
Total	8	3	0	0	0	0	0	0	0	0	0	0	0	11

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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.

## Additional Information

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

Part V

B) After Reviewing and Analyzing the Assessment Data....

1) The Castle Bridge School/Escuela Puente del Castillo uses EL SOL to assess the early literacy skills of our English Language Learners. EL SOL is a tool designed to help Spanish bilingual teachers in the early childhood grades look at each student's progress in learning the skills necessary to read and write, and to help teachers develop an appropriate instructional program for each student. EL SOL looks at each student's progress in four strands:

Alphabet/Sight Words- measures each student's ability to recognize alphabet letters by name and sound, and to recognize common words by sight.

Reading- measures each student's ability to read and understand text.

Writing Mechanics- measures each student's ability to express meaning through writing, using correct grammar and punctuation.

Phonemic Awareness- measures each student's sensitivity to the sounds of language and his/her awareness of phonemes.

EL SOL information allows the teacher to place each student on a literacy

development continuum of six levels, ranging from Getting Ready to Read/Write to the Independent Reader/Writer. The student is placed on the continuum in each of the four strands. The data from this assessment has informed us that majority of our emergent readers need a lot of alphabet/sight word support vocabulary support as well as support with phonemic awareness.

Our teachers will use this data to tailor the literacy and classroom content to meet the needs of each child's in order to ensure that every child is making progress in acquiring the skills necessary to become an independent reader and writer. Finally, Teachers will share results from the assessments during parent meetings as well as during parent teacher conferences.

2) The data patterns across proficiency level reveals that all children who were administered the LAB-R are beginners. Therefore, I am going to support teachers in targeting early reading and writing skills, as well as providing contextual supports for sight words and phonemic awareness. Since reading and writing is especially low, it will be supported through guided writing and reading, working with teachers on being explicit during the reading and writing process and strategies.

3) At this time, we have not administered any NYSELAT assessments, however when we do, patterns across the test will affect instructional decisions by allowing teachers to individualize their classroom instruction based on the results of the test. Therefore, teachers will look at patterns within the reading, writing and listening and speaking component and pursue materials and classroom pedagogy that will address those needs.

4. a) As stated above, within the k/1 student continuum we discovered that reading and writing are low and our students are emergent readers, they will be supported through specific reading and writing strategies that will initially target the child's home language as well as support English language acquisition. At this point we do not have any testing grades in 3-5 and therefore cannot compare how the ELLs are faring in tests taken in English as compared to the native language.

b) At this point we are not utilizing the ELL Periodic Assessments...

c) N/A; refer to 4b.

5a) Within the Dual language program at Castle Bridge School/Escuela, Puente Del Castillo the English Proficient students (EPs) are assessed in Spanish through the use of EL SOL and in English through the use of ECLAS. Teachers also make use of informal assessments along with running records in order to collect as much data as possible that would inform instruction.

b) At this point, the English Proficient children are emergent Spanish speakers are developing the Basic Interpersonal Communicative Skills, which is allowing them to begin engaging in basic verbal communication skills that is allowing them the ability to understand spoken Spanish along with begin to utilize simple Spanish phrases in their daily routines. Never

c) Because our program was created in September we do not have the data for EPs performance on State and City Assessments at this time.

6. The success of our programs for ELLs is evaluated through our thorough analysis of the NYSELAT. We look at how many students are proficient. When we are able to, we will analyze how they are doing within the next two years. We look at the feedback form the parents.

We examine informal observations, understand learning curve of teachers, and analyze our success while addressing how we can better service their needs. We analyze our Annual Measure of Academic performance and pay attention to areas where we are showing growth.

Additionally, we assess teacher's comfort level with servicing the English Language students within their classrooms. We consider information collected at teacher conferences, parent feedback and reevaluate where improvements can be made.

## Part VI: LAP Assurances

<b>School Name: <u>Castle Bridge/Escuela Puente d</u></b>		<b>School DBN: <u>513</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Julie Zuckerman	Principal		10/23/12
	Assistant Principal		10/23/12
Crystal Williams	Parent Coordinator		10/23/12
Vonalis Pina	ESL Teacher		10/23/12
	Parent		10/23/12
Andrea Fonesca	Teacher/Subject Area		10/23/12
Fanny Alerhand	Teacher/Subject Area		10/23/12
Donnie Rotkin	Coach		10/23/12
	Coach		10/23/12
	Guidance Counselor		10/23/12
	Network Leader		10/23/12
Vonalis Pina	Other <u>ESL Coordinator9+</u>		10/23/12
	Other		10/23/12
	Other		10/23/12
	Other		10/23/12

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 06M513      **School Name:** Castle Bridge School

**Cluster:** 01      **Network:** CFN102

**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**

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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.

Home language surveys are reviewed.  
Phone numbers and email addresses are checked.  
Parents who do not use email are contacted by phone or letter when needed.  
Staff translate all documents generated in the school for the parent community.  
All emails that go out to the school community are also translated.

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.

Translation is needed for 30% of the families of the school.  
Many of the mono-lingual Spanish speaking parents communicate electronically via Facebook, not email.  
Findings are communicated both in written form sent home via backpack and also orally at PTA meetings.

## Part B: Strategies and Activities

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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.

School staff translate school generated communications for families.  
Parents translate information that goes out by email.

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.

Parent translators do the simultaneous translations at PTA and other parent meetings.  
Staff translate for meetings with the principal and particular parents in conferences about their children.

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>.

The information is sent home in the parent's language by backpack.