



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 51X – THE BRONX NEW SCHOOL

DBN: 10X051

PRINCIPAL: PAUL SMITH

EMAIL: PSMITH2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

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
Paul Smith	*Principal or Designee	
Eileen Bernstein	*UFT Chapter Leader	
Valerie Francis	*PA/PTA President	
Stokley Alexander	DC 37 Representative	
Claudette Wright	Member/Parent	
Tracey Cooper	Member/Parent	
Stephanie Vasquez	Member/Parent	
Rochelle Jackson	Member/Parent	
Willier Ashley	Member/Teacher	
Joann Khan	Member/Teacher	

** 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

100% teachers will improve teacher effectiveness by observational process and through professional development as evidenced by informal observations using the Danielson framework.

Provide weekly professional development sessions to further develop and improve instructional practice. The following resources will be used to improve instructional practice: Common Core State Standards (CCSS), and Cognitive Rigor/Depth of Knowledge (National Center for Assessment, NH).

Comprehensive needs assessment

- In response to the City of New York department of education adopting the CCSS it is imperative that our teachers are trained and prepared to facilitate the CCSS in their delivering of instruction.
- 100% of classroom teachers will be trained in the Common Core Standards, and Cognitive Rigor/Depth of Knowledge. 100% of classroom teachers will begin to implement the Common Core Standards in their daily lesson planning.

Instructional strategies/activities

- a) *Provide a year-long schedule for weekly professional development;*
- b) *100% of classroom teachers are in attendance;*
- c) *Teachers will create a reflection binder encompassing lessons and other artifacts to document growth over time;*
- d) *Teachers will focus on developing exemplary lessons across grades and share their practice during professional development sessions;*
- e) *Each teacher will be responsible for subscribing to professional journals and associations (e.g., NCTM, NCTE, ASCD, etc.);*
- f) *Lead Teachers will attend professional development sessions sponsored and facilitated by the Network 402.*

Strategies to increase parental involvement

- Curriculum Night - Parents are invited to sit with their child's teacher and have a group discussion about the Curriculum which is used in the classroom. They also see firsthand what is expected of the students.
- Goal Setting/TC Assessment - All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshop for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect upon the goals to assess their progress and propel them towards success.
- Educational workshops - On certain months educational workshops are done in the areas of Literacy, Math, Science, and Social Studies
- Translation and Interpretation- we provide Spanish translation of most of our documents for our Hispanic population and interpretation is performed whenever needed

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.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The school has established the Incentive program for voluntary public school choice (VPSC) that targets for improving academic success comprised of varied instructional approaches, differentiating instruction across content areas. (NCLB PSC)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Consult with 100% of classroom teachers using the Danielson Framework as well as other frameworks to develop best practice and provide professional development sessions to further develop and improve instructional practice.

Comprehensive needs assessment

- . By June 1, 2012, using various Frameworks, all teachers in grades K-5 will be informally observed 3 or more times and be given meaningful feedback by the administrative team

Instructional strategies/activities

- a) Teachers will be involved in a series of professional development sessions focusing on the work of Charlotte Danielson;
- b) Principal will meet with teachers individually to discuss where they see themselves in relationship to the domains as outlined by the Danielson Framework;
- c) Administrative staff will observe teachers using the Danielson Framework;
- d) Administrative staff will provide immediate feedback to teachers.

Strategies to increase parental involvement

- Goal Setting/TC Assessment - All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshop for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect upon the goals to assess their progress and propel them towards success.
- Educational workshops - On certain months educational workshops are done in the areas of Literacy, Math, Science, and Social Studies

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.

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

If other is selected describe here:

Service and program coordination

- The school has established the Incentive program for voluntary public school choice (VPSC) that targets for improving academic success comprised of varied instructional approaches, differentiating instruction across content areas. (NCLB PSC)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To increase parent involvement by 15% by strengthening the connection and support of student achievement between our school and the families.

Comprehensive needs assessment

- Conduct a BXNS survey to help answer “did you know” and “how can we make the BxNS better” topics. Survey will include closed/open ended questions and an area to comment
- *BXNS families will effectively contribute to their child’s education while setting a definitive example of principal and priority to other families lacking involvement by participating in workshops.*

Instructional strategies/activities

- a) Create and execute a Parent Involvement Report Card aligned with the BxNS’ Parent Involvement Policy in two groups (1) English speaking families (2) Spanish speaking families to be distributed simultaneously with child’ report card. This metric will create a transparent view of how each family has helped their child and school during the applicable school year.
- b) Create and execute monthly themed educational workshops in areas of literacy, math, science and social studies
- i. Parent/Guardian leads a comprehensive book class utilizing age appropriate books for each class (K, 1st, 2nd, 3rd, 4th, and 5th) to help students answer in-depth who, what, where, why and how questions verbally and in print.
 - ii. BxNS and PTA to coordinate a—leading to the bee—spelling bee contest to assist students in strengthening their vocabulary. Preparation for the spelling bee contest would also include age appropriate words along with teaching students what each word means and how the word can be used in content form. This would encourage family involvement.

BxNS and PTA to coordinate a - math-a-thon— where each two-grade participates at one time (grouped by # of students). This will allow age appropriate math problems to be showcased. A point system is applied to each math problem and a group will be announced as the winner. This would encourage family involvement to reinforce what their child has learned throughout the year.
 - iii. Create a you’re not alone—parental/guardian unwind— sessions to bring forward difficulties in doing home work at home with their child, share techniques each parent/guardian utilizes to assure their child on the right track to meeting their academic goals, etc.
 - iv. BxNS and PTA to coordinate a — smart savings workshop for students, parents and guardians. The workshop would cover topics like:
 - i. Speaking with your child about your money
 1. Communicating parent/guardian values about money
 2. Answering child’s question about money
 3. What to say if you’re well off
 4. What to say when money is tight
 - ii. Giving your child an allowance
 1. Why give your child an allowance
 2. Allowance basics
 3. Helping your child learn to manage money
 - iii. Teaching your child to manage money

1. Learning to manage money
2. Creating a budget
3. Being a smart shopper

c) Create and execute an exercise club to help keep all BNS families physically active. The club would meet during a convenient day and time to encourage all to participate in dancing, low cardio workout, sport driven, etc.

Strategies to increase parental involvement

- **E-chalk parent-friendly website, www.thebronxnewschool.org**
All information pertaining to the school such as events, activities, calendar and homework assignments are posted on this website.
- **Curriculum Night** -Parents are invited to sit with their child's teacher and have a group discussion about the Curriculum which is used in the classroom. They also see firsthand what is expected of the students.
- **Goal Setting/TC Assessment** -All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshop for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect upon the goals to assess their progress and propel them towards success
- **Educational workshops** -On certain months educational workshops are done in the areas of Literacy, Math, Science, and Social Studies
- **Translation and Interpretation** -we provide Spanish translation of most of our documents for our Hispanic population and interpretation is performed whenever needed.

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

- VPSC team will have workshops to ensure that new parents are involved in all activities of the school.

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	Wilson/Fundations; Interactive Writing; Guided Reading; periodicals (e.g., Scholastic News, Time for Kids, National Geographic); Research Report Writing; Unit of Study	Kindergarten: Group of 3-4; 30 minutes; 5 days First: Group of 8-10; 45 minutes; 5 days Second: Group of 8-10; 30 minutes; 5 days Third: Group of 4-5 in ELA; 45 minutes; 3 days Fourth-Fifth Grades: Group of 8; 30 minutes; 4 days	All services are provided during the school day. Two grades (first and second) provide the services during extended day.
Mathematics	Math Steps; Investigations; Math Solutions	Third: Group of 4-5 in Math; 45 minutes; 2 days	All services are provided during the school day.
Science	Guided Reading; periodicals (e.g., Scholastic News, Time for Kids, National Geographic); Research Report Writing; Unit of Study	Third: Group of 4-5 in ELA; 45 minutes; 3 days Fourth-Fifth Grades: Group of 8; 30 minutes; 4 days	All services are provided during the school day.
Social Studies	Guided Reading; periodicals (e.g., Scholastic News, Time for Kids, National Geographic); Research Report Writing; Unit of Study	Second: Group of 8-10; 30 minutes; 5 days Third: Group of 4-5 in ELA; 45 minutes; 3 days Fourth-Fifth Grades: Group of 8; 30 minutes; 4 days	All services are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive play therapy	Small groups; 1:1; 30 minutes; 3 days	All services are provided 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.

Strategies/Activities:

- I. RECRUITMENT: Candidates go through the following rigorous process:
 - a. Meet with the Hiring Committee and undergo a 30 minutes interview process
 - b. Complete a writing assignment
 - c. Plan and teach a demonstration lesson

- II. RETENTION: We are able to ensure teacher retention by focusing on the following:
 - a. Teachers meet on grade level
 - b. Teachers meet with cluster groups (K-2; 3-5)
 - c. Teachers meet for School-Wide PD (K-5)
 - d. Teachers meet 1:1 with Principal
 - e. Teachers attend PD workshops and conferences sponsored by CFN

- III. ASSIGNMENTS: Teachers are assigned with considerations to the following:
 - a. Preference Sheet
 - b. Successful outcome of the teacher's assignment and duties on particular grade level
 - c. Consistency on grade level
 - d. Positive outcome of team work within grade level

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- **E-chalk parent-friendly website, www.thebronxnewschool.org**
All information pertaining to the school such as events, activities, calendar and homework assignments are posted on this website.
- **Curriculum Night**
Parents are invited to sit with their child's teacher and have a group discussion about the Curriculum which is used in the classroom. They also see firsthand what is expected of the students.
- **State of the School Address**
This is an all-school meeting that addresses the goals that the Principal has set for the students, and teachers and what is expected from the parents.
- **Goal Setting/TC Assessment**
All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshop for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect upon the goals to assess their progress and propel them towards success.
- **Principal Letters**
Principal Paul Smith writes a monthly letter to parents, students and teachers informing them of upcoming events, community happenings and the state of the school. The letters, distributed in each child's classroom and via our school website, keep community members informed and in turn, active in school

- **Educational workshops**
On certain months educational workshops are done in the areas of Literacy, Math, Science, and Social Studies
- **Coffee & Conversation**
One morning per month Paul Smith, Principal sets aside a morning to informally meet with parents.
- **Translation and Interpretation**
we provide Spanish translation of most of our documents for our Hispanic population and interpretation is performed whenever needed.
- **Questions or concerns**
It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.
- **Distributions of information**
In addition to the above-mentioned website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The Parent Coordinator and PTA also prepare bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings may be conducted at least once a year.
- **Kindergarten Breakfast.**
During the first two days of school Kindergarten parents are invited to wait for their child while eating a assortment of delectable's for breakfast. They also have the opportunity to meet the Administration, Staff and PTA.

Parents are the first educators of their children and essential partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. The BxNS supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Breakfast, and Parent Teacher Conferences.

Goal(s)

- ✓ To ensure communication with our student's families about school programs, student progress, and school goals through effective avenues.
- ✓ To ensure communication with our student's Spanish speaking families.
- ✓ To increase parental involvement in the education process
- ✓ To develop specific strategies to better utilize parents as partners in their children's education.
- ✓ To develop a unit of parent volunteers from each classroom, to support our school with dispatching key information regarding parent workshops, meetings and more.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School

We believe that education is a primary factor in determining the future successes and well-being of our students.

We believe that excellence in education is the product of rigorous endeavors

We are committed to providing quality education for every student at The Bronx New School

We are committed to:

-  Being responsible for our own learning and the learning of others.
-  Working together to support one another in doing our best work.
-  Knowing children well and teaching based on what we know about them.
-  Teachings in ways that allow for individual choice.
-  Teaching in ways that are experiential
-  Adopting, adapting and creating exemplary programs
-  Maintaining high standards for ourselves, and one another
-  Being accountable to one another and to stake holders outside of The Bronx New School
-  Planning toward, and structuring our learning community to support these goals
-  Working hard to achieve our goals and maintain the standards we have set for ourselves.

Parent/Guardian

Parents are a fundamental and essential part of the Bronx New School and thereby have their own specific rights and responsibilities.

I understand: Parents have the right to obtain the best possible education for their children. We have the responsibility to be active participants in their education.

I understand: Parents have the right to work closely with their children's teachers, to collaborate and participate in our children's school experiences.

I understand: Parents have the right to be fully informed about school and classroom events and activities planned for their children as well as services available to assist children in other ways.

-  Parents have the responsibility to receive and review information sent to them.
-  Parents are encouraged to ask questions and remain aware and informed.

I understand: Parents have the right to decline to have their children participate in functions, activities and educational services, which they believe are counter to their beliefs or their children's needs.

I understand: Parents have the responsibility to register their divisions with the appropriate parties using positive dialogue.

I understand: Parents have the right to participate in The BxNS PTA, SLT and with prior arrangements, to visit the school.

I understand: Parents are to conduct themselves with the utmost respect for the school community.

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Renardo Wright	District 10	Borough Bronx	School Number 051
School Name The Bronx New School			

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

Principal Paul Smith	Assistant Principal Scott Schneider and Min Hong
Coach type here	Coach type here
ESL Teacher Dinah Krosnick	Guidance Counselor Justine Ondricek
Teacher/Subject Area Cindy Roopchand	Parent Umali Pena
Teacher/Subject Area Connie Moy	Parent Coordinator Helena Ortiz
Related Service Provider Eda Clarke-Ramsay	Other type here
Network Leader Renardo Wright	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	226	Total Number of ELLs	6	ELLs as share of total student population (%)	2.65%
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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. At P.S. 51 there are several steps followed for the initial identification of those students who may possibly be ELLs. These steps 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. If necessary, the licensed pedagogue, the ESL teacher who speaks French and some Spanish, helps to fill out the HLIS in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, the ESL teacher gives the child the Revised Language Assessment Battery (LAB-R) if the child is identified as an eligible candidate for ESL instructional services. The purpose of this test is to ascertain whether the child is an English Language Learner or English Proficient. The student must be tested with LAB-R within ten business days of the enrollment in the school. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a person in the school: a pedagogue, para or other qualified person who is proficient in this language.

Additionally, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring so as to measure LEP students' level of English proficiency annually, and therefore determine whether or not the student continues to be LEP. The ESL teacher prints a copy of the NYSESLAT Eligibility Roster (RLER), the Language Assessment Battery (LAB) and the Revised Language Assessment Battery (R-LAB) which list the names of ELLs who need to be tested. Then, a few weeks before the test, a NYSESLAT administration team comprised of at least three pedagogues (including the ESL teacher) is appointed. The team meets to discuss the administration dates and procedures to be followed in proctoring the test. Testing of three modalities (Listening, Reading and Writing) is scheduled on three days within the designated week. The ESL teacher administers the Speaking component to each student separately over a 2-3 week period usually beginning in mid-April. In conjunction with the NYSESLAT, students are given interim assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take the NYSESLAT.

Also, at the beginning of the school year, the NYSESLAT results of those ESL students who were tested the previous year are printed out from ATS and carefully reviewed by the ESL teacher. The ESL teacher analyzes the students' data and their proficiency levels in the four modalities of reading, writing, speaking and listening so that they are able to see each individual students' areas of strengths and weaknesses. These areas are considered so as to set out effective instructional goals for the coming school year. The students who achieved proficiency on the NYSESLAT receive an achievement diploma, and their parents are informed by the Non-Entitlement letter from the ESL teacher that their child has tested out. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient.

2. When a student is admitted to P.S.51 their parents are actively involved in the decision-making process. To ensure the proper communication between our school and ELL parents, the HLIS is distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program Selection Form delivered by hand together with an invitation to the Parent Orientation meeting. Letters are sent out in the various languages currently provided by the Department of Education. Parents participate in the parent orientation, presented by the ESL teacher, which describes the various programs for ELLs available in

the NYC public school system. These are Transitional Bilingual (TBE), Dual Language (DL), and Freestanding ESL. Parents view the Chancellor's Video in the language of their choice which explains the Transitional Bilingual, Dual Language and Freestanding ESL programs offered in New York City, where program placement options are presented with clarity and objectivity. After they watch the video, the ESL teacher discusses the different programs and choices available with the parents. Parent brochures are also given out in as many native languages as are provided by the Department of Education to enrich parental understanding of each available program. Children are placed as per parent choice. It has been the case that some Spanish-speaking parents have chosen to keep their child in the ESL program at P.S.51 rather than take the child to the nearest school with a TBE or DL program (in District 10), if they believed the distance to be too great. Parents are also provided with information on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Of the 6 ELLs enrolled in the program, 5 are Spanish speakers, one Speak Twi

3. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the free-standing ESL program at P.S.51 within ten days. The entitlement letters, in the home languages provided by the DOE, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ESL teacher during the School Open Night and Parent-Teacher Conferences. The submitted forms are closely reviewed by the ESL teacher in order to conform with the choice of the parents. Any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with access to translation and interpretation services, as well as all documents in their native languages.

4. There are many criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. Following the orientation in which parents view the Chancellor's video about the Bilingual and ESL programs offered in New York City, those parents whose first choice is a bilingual program are referred to the nearest school with a bilingual program. Currently, Spanish TBE and DL programs are located at P.S. (234 West 109 Street) for Grade

This year, six out of six parents opted for the Freestanding ESL program. Therefore, children are placed as per parent choice. And, it has even been the case that some Spanish-speaking parents have chosen to keep their children in the ESL program at P.S.51 rather than take the child to the nearest school with a TBE or DL program (in District 10), if they believed that the distance was too great. Students who have not tested out on the LAB-R are placed in ESL groups according to their age and English proficiency level: Beginner, Intermediate or Advanced. The parents are informed about their children's placement, and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language.

5. Parent Survey and Selection Forms maintained in the school files dating back to 2003-2004 reveal a trend towards a Freestanding ESL model. In 2010-2011, all of the parents who returned the Parent Survey and Selection Forms chose our Freestanding ESL program model for their children. This year 2011-2012, all six parents who were sent Parent Survey and Selection Forms also opted for the ESL program. However, if at any period we should have 15 students in two contiguous grades speaking the same native language, we will create a self-contained Transitional Bilingual Education class as is required by law.

6a. The program model offered at our school is aligned with parents' requests. Due to the small ELL population at P.S. 51, Freestanding ESL is the only program offered. To build alignment between parent choice and program offerings, we give them sufficient information about the TBE and DL program models available in District 10. In addition, we explain the benefits of choosing a particular program for their child and sticking with it, whether the program is housed at our school (Freestanding ESL) or at another school in Districts 10(TBE and DL).

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 The Bronx New School/P.S. 51, implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To include recognized and researched based ESL instructional strategies across all content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Freestanding English as a Second Language Program

2a. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language (test out NYSESLAT).

3. Students of limited English proficiency receive the same academic content as those students who are native English speakers. In order to maximize English language acquisition for ELLs, the ESL and classroom teacher work closely together to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content area teachers for each unit. Additionally, we continue to strongly encourage target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of realia, as well as phrasings and synonyms in order to clarify meaning. In addition, math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. The ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies. The use of technology is also an important component in ESL instruction because of the interactive, multi-sensory nature of language development computer software. Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ESL classroom. ELLs in the early stages of English Language development are not discouraged from using their native languages. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the words into English and uses the vocabulary derived from the child's own writing as a starting point in her instruction, according to the Language Experience Approach methodology.

A. Programming and Scheduling Information

In addition, the teacher may use words in the child's home language (for example, Spanish) to assist in vocabulary building on a one-to-one basis in the child's writing notebook. Students are encouraged to use the computer website 'google interpreter' to translate their early work from their native language into English.

4. As a free-standing ESL Program, we cannot examine results of tests taken in the student's Native Language (NL). However, we do administer the Spanish LAB test to newly-enrolled Spanish-speaking students, when it is required. ELLs in the early stages of English language development are not discouraged from using their native languages. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification when necessary.

5a. Due to the limited number of ELLs (currently, PS 51 only have 6 ELLs), P.S. 51 does not consist of many ELL subgroups. However, if PS 51 does have the different subgroups (SIFE; Newcomer..etc), they will be provided with differentiated instruction.

For the SIFE population:

- Provide academic intervention services as an extension of the regular school program for both push-in and pull-out services.
- Make an individualized student needs assessment.
- Differentiate instruction in all areas.
- Provide grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, P.S. 51 monitors the progress of those students as well as their scores on the NYSESLAT, ELA and Math assessments. Support is provided in all content areas, and instruction is differentiated for varying literacy needs. P.S. 51 makes available all existing support structures such as ESL, Extended Day, After-School reading remedial program and sometimes Speech which benefit the students.

During the 2011-2012, there is no SIFE student at PS 51

5b. Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in 3rd grade or later are required to take the ELA test after one year. In addition to the support received in ESL classes, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

As already indicated in #3 above, Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ESL classroom. Newcomers are not discouraged from using their native languages. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the

A. Programming and Scheduling Information

students' prior educational experience and capabilities. The teacher then translates the sentences into English, and uses the vocabulary derived from the child's own writing as a starting point in her differentiated instruction. This is in accordance with the Language Experience Approach (LEA) methodology. In addition, the teacher may use words in the child's home language (for example Spanish) to assist in vocabulary building on a one-to-one basis in the child's notebook. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification to newcomers.

5c. Plan for ELLs receiving service 4 to 6 years:

P.S. 51's plan for ELLs receiving services for 4 to 6 years is to provide them with the same support structures detailed above along with a heightened focus on phonics intervention. P.S.51's curriculum for instruction is RIGBY's On Our Way to English Program, and RIGBY's phonics Intervention Kit offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. In addition, The Rosetta Stone interactive language development software program, Sunburst Key Skills Learning System and the newly installed Earobics reading remedial software are geared towards enabling students to work independently at the computer.

ELLs who have been receiving ESL services for 4-6 years are usually quite competent in their Basic Interpersonal Communication Skills (BICS), and seldom need scaffolding in the native language. However, we do continue to make available to them dictionaries, content picture dictionaries and glossaries in the native language (i.e. Spanish).

5d. Plan for Long Term ELLs:

Our plan for servicing Long Term ELLs is as follows:

- To monitor their progress in all content areas and differentiate instruction for literacy needs.
- To encourage their participation in the school's programs which enrich their language and academic skills.
- To communicate closely with the parents and collaboratively monitor their children's progress.

6. Teachers of ELL-SWDs use a variety of modified instructional strategies and grade-level materials to aid in their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives, books with text support features and graphic organizers. All of these provide access to academic content and accelerate English language development. Once the Student Based Support Team (SBST) has evaluated the ELL-SWD and determined what services the student needs, each service provider (e.g. ESL, speech, etc.) is informed. The different service providers coordinate the student's schedule with each other so that all the mandates are implemented. If an IEP mandates bilingual instruction, the SBST team finds an appropriate placement for the child in District 10. If it is not possible to find a proper placement for the student or the parent chooses to keep the child in this school, the student automatically receives ESL services.

7. At P.S.51, we provide differentiated and modified instruction to meet the diverse needs of ELL-SWDs. In addition, some SWDs are mainstreamed into regular education classes for literacy and math, while the ESL teacher pulls the ELL-SWDs out of their classrooms where they work together with their general education peers in a least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

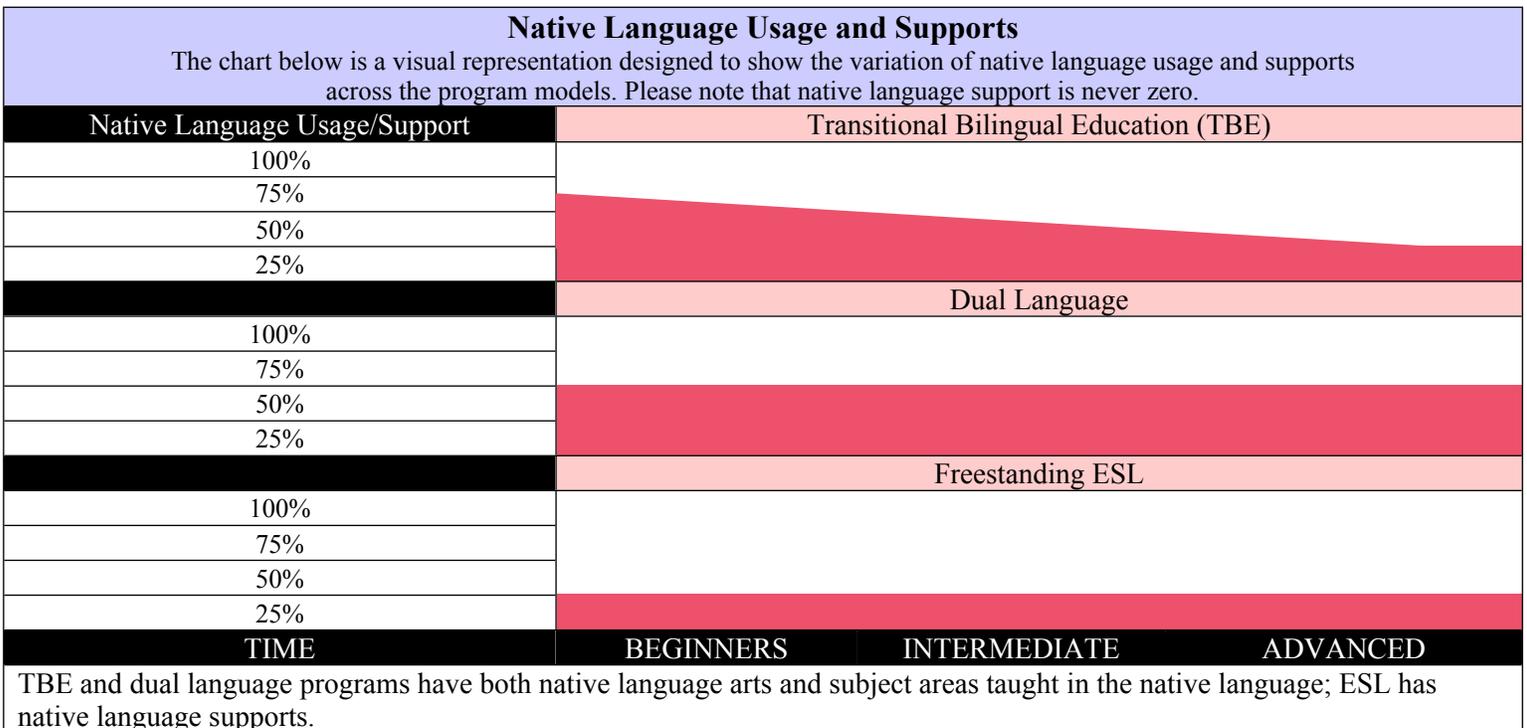
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Targeted interventions programs and Instructional Materials. The Freestanding ESL program uses the NYC Balanced Literary Workshop in the delivery of instruction. This includes the use of high interest I low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLS and their families. These include:

- Translation and Interpretation Services: Funding is available to translate important policy documents, mainly in Spanish. Add We hope to be able to provide a similar Science intervention program as well as a math intervention program this school year. All intervention services are offered in English since our school has no TBE or DL programs. In 2011-2012, there are 2 languages spoken by our ELLs..

9. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. For example, students are eligible for two years of test accommodations for all the NYS tests. In addition, as the ESL teacher's schedule permits, former ELLs may be provided with ESL support for an additional two years. Parents of former ELL students are invited to the school-wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focussed on their acquisition of language proficiency and academic progress.

10. Program Evaluation

We evaluate the success of our programs for ELLs by looking over time at each ELL's proficiency level indicated on the NYSESLAT. In addition, short term and long term goals are determined for each child and then growth and mastery of goals are documented and analyzed. The ESL teacher then aligns the ESL program and lessons to meet the objectives and outcomes for particular units of study implemented in classrooms..

11. We will continue to use all the services and the programs that we provide to for ELLs.

12a. ELLs at P.S.51 have equal access to all school programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.

b. ELLs participate in the afterschool program that offers homework help, computer literacy, test prep, and a remedial reading/writing program, SPELL READ, which was initiated to target struggling ELLs in grades two to five. During this time, ELA teachers and Special Education teachers work closely with the ELL students providing differentiated instruction to meet their required needs.

13. The instructional materials that are used to support ELLs focus on balanced literacy and Everyday Mathematics. They are in alignment with the NYC and NYS English Language Arts, English as a Second Language, as well as National Council of Teachers of Mathematics Standards. Other instructional materials that P.S.51 uses are RIGBY's On Our Way to English Program, and RIGBY's Phonics Intervention Kit which offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. The Phonics Intervention Kit

integrates both print and multi-media instruction and practice during each lesson. In 2010-2011, the ESL program introduced Attanasio & Associates Language Proficiency Intervention Kits which use science as a vehicle to increase language proficiency in grades K-5. The Attanasio & Associates Language proficiency Intervention Kits are aligned with the ELA Standards, ESL standards and the National Science Standards. This was supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-5).

14. The LAP team recommended the acquisition of books and other literature in as many of the English Language learners' languages as possible. Spanish books were purchased as well as Spanish books-on-tape. These books are housed in the school library, and are easily accessible to our newly incoming Spanish speaking students. The district has several other languages represented, such as: Arabic and Haitian Creole. However, P.S.51 provides only the new Spanish students with the option of having the content area tests in their native language for reference. Spanish Math textbooks and workbooks are provided to ELLs in the upper grades, whenever it is deemed necessary.

15. The required services support, and resources correspond to ELL's ages and grade levels. For example, we have an after school program for all grades. A number of intervention programs offered are ELA AIS and Math during Extended Day. These intervention address student needs according to grade level and proficiency. We have a push-in program in which teachers work with individual children and small groups in their classrooms throughout the day. And all students in all ELL subgroups are targeted during this time.

ELLs are expected to acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Acuity and E-class data to drive teaching goals and instruction.

16. Our ELL population is quite small, and as such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. P.S.51 does, however, conduct an orientation session to assist all the newly enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principle and vice principle, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. Over the phone translation is used if necessary and bilingual paras are also available.

17. Students have choice and are not discouraged from using their Native Language with one another. Classroom teachers who are proficient in the student's native language may use it for clarification purposes; as do other native language speakers who have been in an English language system for a longer period of time. Also, bilingual picture dictionaries and glossaries can be used in the classroom for additional support.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff and the community learning support personnel organization. This includes all pedagogues, our assistant principal, our school psychologist, our occupational therapist, the school secretary, the parent coordinator and paraprofessionals. At this time we do not have a guidance counselor.

We keep a record of all professional development sessions that include attendance records, agendas, and documentation and topics provided throughout the school year.

- School Staff: Within the schools Professional Development program, the focus is on:
- Literacy needs of our ELL population within the prescription of the Balanced Literacy model.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom

Workshops attended and turnkeyed by the ESL teacher and other members of staff (e.g. the technology teacher) have included: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-5; How the NYSESLAT Can Drive Instruction and Differentiated Instruction Overview. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom.

The ESL teacher attends professional development workshops organized by CFN 402 and Cluster 4. The ESL teacher also participates in other literacy and math workshops within the school community with classroom teachers and other support staff.

2. Our staff at P.S. 51, including the ESL teacher, a guidance counselor and the AP, provide parents and students with information about different schools, helping to make the proper placement of those ELL students who transfer from elementary to junior-high school and from junior-high to high school. Guidance Counselors attend workshops for training in how to help students who are making these transitions.

3. All professional development sessions will support the minimum 7.5 hours of ELL training for all staff members. Additional support is given throughout the year by our Childrens First Network 402 Director of ELLs.

The minimum 7.5 hours of ELL training for all staff is given every school year, if needed. Each year the CFN 402 in conjunction the ESL teacher provides workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken, and the records are kept in the teachers' files. Workshops attended by the ESL teacher and other members of staff (e.g. technology teacher) and turnkeyed to the rest of the staff have included: Stages of Second Language Acquisition; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-5; How the NYSESLAT Drives Instruction; and Overview of Differentiated Instruction.

E. Parental Involvement

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

1,2 . The Bronx New School conducts parent workshops in English and Spanish. We have 4 workshops scheduled for the upcoming months. The workshops are on Literacy, Math, Science and Homework help. Families are asked to attend and to bring their child to participate on hands- on activities. The goal is to give parents an idea of what their child is learning and to allow parents to ask questions. We use The Interpretation Unit at One Fordham Plaza, for our translation and over the phone interpretation during Parent-Teacher Conferences. The Bronx New School PTA asks parents to translate their documents into Spanish.

Parent involvement in our school, including parents of ELLs, is a key component of our every year planning. Parents of ELLs have a parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for

ELLs by letters, parents meetings and automated calling system.

Additionally, P.S. 51 provides materials and training to help parents work with their children to improve their academic achievement; (eg. Family Literacy Workshops, The Grow Report Workshops, Parent Right Workshops. The school also provides Parent Involvement Workshops (eg. Nutrition, Science, Health, Technology, Music, Art, Physical Education Arts & Crafts and Behavior) and there is always a translator available to ease communication whenever it is deemed necessary.

Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish speaking parents. We also disseminate available DOE correspondence in the many languages represented at our school, such as Arabic and Haitian Creole.

Finally, P.S. 51 is partnered with the Fordham University , and parents are also able to attend workshops through this organization.

3.We evaluate the needs of the parents by sending a parent survey in November. The survey is anonymous and allows parents to express concerns, make suggestions and share positive feedback. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, surveys, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, and try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their social-economic situation. We work cooperatively with them, and make student referrals for different services according to the students' needs.

4.Our parent involvement activities address the needs of the parents by providing information in dual languages, interpretation during meetings, and over the phone interpretations for parent teacher conferences. When parents call the school, our automated phone system is programmed in two languages (i.e., English & Spanish) and parents can request to speak to someone in their language when applicable. Parents can also receive homework help in their home language.

The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given referrals to outside services whenever it is deemed necessary.

We view parents as an integral component of our school community and work closely with them so as to ensure their children's improvement and success. Certain correspondence is communicated to parents in their home languages, for example, lunchforms, report cards, some medical forms, and correspondence which originates from the DOE. The translation/interpretation unit may be used, although we frequently rely on the assistance of multilingual parents and staff within the P.S 51 community.

6.The success of the program for ELLs at P.S. 51 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to another, and across the language modalities. The success of the program is measured based on the percentage gains of NYSESLAT results from beginner to advanced levels.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	1	1			2
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	1								1
4			1		1				2
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

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

1. Assessment Analysis NYSESLAT

The NYSESLAT encompasses the four competencies of literacy: listening, speaking, reading and writing. The NYSESLAT data shows that ELLS are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Beginning Level ELL students are students who have newly arrived to the country or who are new to school and they are dominant in a language other than English. The 6 ELLs

Data for the 6 English Language Learners in the ESL program this 2011-2012 academic year are as follows:

- 1 student is classified as Beginner
- 4 students are classified as Intermediate, and
- 1 students are classified as Advanced
- 2 were proficient

2. After analyzing NYSESLAT data, the patterns revealed were:

- Students are most proficient in Speaking and is in line with general abilities for the majority of the intermediated and advanced students. However, Reading and Writing skills remain a challenge for students attempting to gain proficiency. This continues to be problematic for Advanced NYSESLAT ELL students.

Implications for Instruction

3. The implications for the school’s LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

- Provide small group Academic Intervention classes in ESL to target language modalities according to their needs
- Provide Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.

All activities and additional supports offered to our ELL student population are focused on their acquisition of language proficiency and academic progress. The ESL teacher will work with all classroom teachers to ensure the differentiated instruction is provided to meet the needs of our English Lanugage learners.

New York State ELA Results by Grade and by Levels:

Only three (3) ELL children took the New York State ELA in spring 2011. The data table below shows their current grade with their previous year's score.

Grade	Level 1	Level 2	Level 3	Level 4
3		1		
4	1	1		

Based on our LAB-R and NYSESLAT results the majority of our ELL school population is intermediate/advanced. We have one (1) child who is at the Beginner (B) level and two (2) children who is at the Intermediate (I) level. The remaining three (3) children are Advanced (A).

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure the adequate delivery of instruction by licensed personnel as stipulated by NCLB and CR Part 154
- Content Area teachers and ESL teachers will collaborate to create a knowledgeable and reflective learning community experienced in researched based instructional strategies.
- Analyze ELL student data to become well-informed about the performance of each student to make informed educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student data to identify strengths and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELL students; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

The ESL teacher and the Instrucational assistant principal will work with all classroom teachers to ensure the differentiated instruction is provided to meet the needs of our English Lanugage learners.

4a(2). P.S.51 has a free standing ESL program with a Pull-Out Model, so allocating languages between content area subjects would not pertain to us. Therefore, in 2010-2011, no students took the Math and Science tests in their Native Language, and as such, we cannot examine results of tests taken in the student's Native Language (NL).

4b. The school leadership and ESL teacher are using the results of the ELL Periodic Assessments to modify the lessons and provide the kind of scaffolding necessary to make abstract subject concepts more concrete for ELLs. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning.

4c. What the school is learning about ELLs from the periodic Assessments is that the length of time in an English speaking school system, coupled with more intensive vocabulary and grammar instruction, is of the utmost importance.

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Additional Information

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

Paste additional information here

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Part VI: LAP Assurances

School Name: The Bronx New School

School DBN: 10X051

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Smith	Principal		11/29/11
Min Hong	Assistant Principal		11/29/11
Helena Ortiz	Parent Coordinator		11/29/11
Dinah Krosnick	ESL Teacher		11/29/11
Umali Pena	Parent		11/29/11
Cindy Roopchand	Teacher/Subject Area		11/29/11
	Teacher/Subject Area		
	Coach		
	Coach		
Justine Ondricek	Guidance Counselor		11/29/11
Renardo Wright	Network Leader		11/29/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X051 **School Name:** The Bronx New school

Cluster: 402 **Network:** 94

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

Part A: Needs Assessment Findings

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

The Bronx New School is comprised of 50% Hispanic students. We also utilized the Home/School Language survey to gather information as well as the ATS reports (RHLA & RPOB).

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.

School communication is sent home in Spanish and English. Letters are translated from English into Spanish by on-sight bilingual staff. Additionally, when the need arises, we send letters to the Department of Education Translation and Interpretation Unit for translation, and then reviewed by one of our on-staff translators. For larger documents we have secured a private contracted vendor.

Part B: Strategies and Activities

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

The school will provide parents with school documents or notification in their home language. First, all large documents will go to the DOE Interpretation and Translation Unit. Then the letter will be reviewed by a Bronx New School staff member and sent out the next day. This will be done 2-3 weeks in advance of distribution.

Smaller documents will be translated by on-staff member.

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.

At the Bronx New School every effort is made to communicate to parents in their native language as well as English. Phone calls are made to notify parents of important school wide events as well common day to day occurrences.

During All-School Meetings, i.e. State of the School Address, Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish-dominant speakers.

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>.

As per the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service, The Bronx New school – PS 51x provides the following:

- Home language preference sheets for translation and interpretation services for both written and oral communication.
- o Out of our 226 families, the data from the preference sheets are as follows:
 - 203 English speaking families (do not need the services)
 - 23 Spanish speaking families
- The principal utilized translation personnel during PTA, SLT, PTC and all school meetings. A school staff member or parent provides

translation services.

- The school sends out bilingual notifications to parents

We share our findings with the school community through our SLT, PTA and school meetings.