



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: COMMUNITY SCHOOL 134 – GEORGE BRISTOW ELEMENTARY SCHOOL

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

PRINCIPAL: KENNETH THOMAS

EMAIL: KTHOMAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Name	Position and Constituent Group Represented	Signature
Kenneth Thomas	*Principal or Designee	
Vicky Figueroa	*UFT Chapter Leader or Designee	
Renard Mims	*PA/PTA President or Designated Co-President	
Aurora Felicier	DC 37 Representative, if applicable	
Shaundell Davis	Member/Parent	
Joan Santiago	Member/Parent	
Ivonne Toro	Member/UFT	
Sheila Simmons	Member/UFT	
Susan Betancourt	Member/Parent	
Eddie Taveras	Member/UFT	
Erica Walton	Member/Parent	
Karen Westney	Member/Title 1 Parent Rep.	
Maria Ortega	Member/Parent	
Juanita Velazquez	Member/UFT	
Audrey Soto	Member/UFT	
Luz Ramos	Member/Parent	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70[HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

-Improve the school wide alignment of the use of assessment result to effectively inform adjustment to teacher practice for improved student learning. (2.2) QR, 2012 (p.5)

-Refine the teacher evaluation and feedback system to include next steps for professional growth and clear expectations to evaluate practice across the school. (4.1) QR, 2012 (p.5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader’s vision

 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By the June 2013, school leaders will ensure communication across grades, set clear expectations for pedagogy practices on a monthly basis. This will be evident during monthly common grade and staff meetings.
- School leaders in charge of early and upper elementary grades will also coordinate and monitor the distribution of school-wide assessments and rubrics aligned with one unified grading system.

Instructional strategies/activities

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

Strategies

- The minutes from the School Improvement and School Leadership Committee will be disseminated to the staff and placed in their mailboxes. Grade leaders will turnkey and discuss specifics of minutes at grade meetings with grade partners. Monthly objectives will be revisited to ensure target areas have been met by teachers.
- Administrators will provide feedback to teachers. In the post observations of the teachers there will be clear next step instructions for improvement where needed.
- The School Improvement Team will continue using and revising assessments and rubrics that are used at a school-wide level from Pre-K to Fifth grade.

Periodic assessments will be given and results will be consistently revisited as to formulate next step instruction to improve results where needed for student improvement.

- Appropriate PD to address deficiency based on teacher's need as per the CBAM (Concern Based Adoption Model) based on observations, conferences, and feedback from teachers.
- Teacher Center will address a series of professional development on the development and planning of lessons around student engagement.
- Fordham PSO will continue to provide professional development to teachers on the Danielson framework focusing on Domain 3: Instruction.

Key Personnel

Principal, Assistant Principal, Teacher Center, School Improvement Team, Fordham PSO

Targets and Steps

- Provide timely feedback to teachers and revisit to ensure target goals have been met.
- Using the CBAM, schedule monthly PD sessions for specific teachers based on brief survey response and classroom observations.
- Periodic Assessments began in September. Teachers will continue assessments to gather data that drives instruction. The results will be given back to Administration who will work in conjunction with the teachers to formulate next steps for target groups.

Timeline

- Recommendations for improvement of pedagogy should be given no later than five to seven days after observation.
- Minutes from the School Improvement meeting will be disseminated and discussed with grade partners no later than a week after meeting.
- Specific assessments that will be used to track students and grading rubrics will be given in September to all teachers and revised/revisited throughout the year.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Title I Priority/Focus:

- School Improvement monthly meeting- reviews findings and results of school wide and targeted group assessments and intervention.
- System to review and provide feedback using Educational software-*PlanbookEdu*.

GOAL AND ACTION PLAN#2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Develop greater alignment of the curriculum across content areas and grades to include the Common Core Learning Standards and tasks that are rigorous in order to accelerate student achievement. QR, 2012 (p.4)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, teachers will have completed a minimum of two CCLS aligned units of study in each content area including tasks that are rigorous in order to accelerate student achievement. School leaders will support this by providing teachers out of classroom collaboration time through scheduling, teachers will meet three times per week as a grade, with a supervisor, to ensure students are exposed to appropriately challenging, CCLS aligned instruction.
- School leaders will continue to maintain a school-wide data driven culture that addresses students' needs through ongoing assessment, analysis, planning and instruction that facilitates the raising of student achievement.

Instructional strategies/activities

- Common planning time with will be built into schedule 3x per week
- Data-driven planning based on data
- Small group instruction that are differentiated according to results of skills analysis
- Push-in/push-out programs for ELL and SWD given by SETSS, Guidance, Speech and ESL teacher.
- Professional development on applying Barbara Stripling's Inquiry Process provided by Teacher Center
- Focus on higher order questioning (using Webb's Depth of Knowledge and Bloom's Taxonomy) for teachers
- Team use of a researched based protocol for looking at student work
- Use of Hess' Cognitive Rigor Matrix and Tri-State Quality Review Rubric for Language Arts & Mathematics when planning lessons/units of study.

Key Personnel

- Fordham PSO
- Teacher Leaders
- Teacher Center Coach
- ELL Coordinator; School Improvement Team
- Leadership Team
- Speech Teacher
- SETTS

- School Based Support Team (SBST)
- Occupational Therapist and Physical Therapist.

Targets and Steps

- Ongoing formative and summative assessments (Periodic Interim Assessments, CARS, Unit Tests, Benchmark Assessments)
- Tracking of performance on Fountas & Pinnell Benchmark Assessment
- Performance Assessment Series; and Study Island.
- Bank of ELA teacher created materials for grades 3-5 in Acuity

Timeline

- By Sept. 2012, three common planning periods have been scheduled for every teacher in every grade, including out of classroom positions.
- By May 2013, PD will be provided for entire staff on Barbara Stripling’s Inquiry Process
- By January 2013, PD will be provided on higher order thinking and questioning strategies using Webb’s DOK and implemented into all lessons
- By June 2013, effectiveness of the use of Study Island will be used to compare and measure individual and grade achievement along with other software programs.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus Funds

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).
- **Title 1** funds to be used for per session coverage for after school common planning sessions and professional development
- **Tax Levy** funds to be used for substitute coverage for team planning as well as per session After School Academic Intervention Services(targeted groups are the Lowest 1/3, ELL, and SWD)
- **Tax Levy** funds to be used for purchase of instructional materials
- **Grants** are used to purchase Study Island software assisted by the Sports & Arts in Schools Foundation.
- **Title I Priority Focus Funds** – Laptops will be purchased by Lenovo for Study Island; Textbooks and library books to be purchased by *Follett, Permabound, Baker & Taylor*

GOAL AND ACTION PLAN#3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- *Improve teacher pedagogy so that lessons provide multiple entry points for students with varied learning needs. This should include access to content and participation in discussions that produce meaningful student work products (1.2) QR 2012, (p.4)*
- *Refine the teacher evaluation and feedback system to include next steps for professional growth and clear expectations to elevate practice across the school (4.1) QR 2012, (p.5)*

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- Teachers will differentiate learning by using varied tasks, scaffolding strategies for language development, and hands on activities to support understanding in daily lessons. These daily lessons will demonstrate growth toward explicit instruction strategies in classrooms; particularly of SWD and ELL classrooms. Lesson plans are part of the monthly unit plans that include an emphasis on vocabulary development as an essential element necessary for students to grasp concepts and engage in learning across all classrooms. Common grade teachers will continue to plan and conduct weekly lessons that require students to articulate their understanding by an increase use of academic language. This is done through questioning, reflection, and discussion. Students will demonstrate ownership of discourse for explaining content area using concepts based on grade CCLS. Teachers routinely self-reflect and collaborate on instructional practices, student goals and progress with administration. Teachers will continue work on Danielson Framework with a focus on Domain 3: Using questioning and discussion, engaging students in learning and using assessment in instruction. Increase teacher effectiveness through more classroom inter-visitations, and observations.

Instructional strategies/activities

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

Strategies:

- Individualized instruction will be provided to improve skills using the Push-in model for ELL and SWD by SETSS and ESL teachers. These teachers address the individual and diverse needs of ELL students both academic and English language acquisition.
- Demonstrate proficient use of the 16 elements of explicit instruction which include the “I Do”, “We Do”, and “You Do” of instruction to meet the needs of learner variability in their classrooms.
- ESL teacher and teachers of ELL students will continue to use the SIOP model for planning lessons. Teachers will continue to receive professional development by Fordham PSO on ELL strategies.
- A 10 hour ELL training for teachers after-school. This training is provided by the Assistant Principal.
- Teachers will meet a total of four sessions after school to work on Domain 3 of Danielson framework.
- After school academy includes three teachers who work with group of students targeted for ELA and Mathematics.
- Provide and support teachers who need assistant on the Danielson Framework. Teachers refer to Danielson rubric to provide feedback to colleagues during inter-visitations.

Key Personnel and Resources:

Principal, Assistant Principals, ESL Teacher, SETSS Teacher, Fordham PSO

Targets and Steps:

- Provide timely feedback to teachers using concepts in the Danielson rubric for Domains 3b and 3d.
- Demonstrate participation and record 16 elements using explicit instruction rubric for all teachers.
- Performance series and ACUITY benchmark assessments will be administered prior to the start of each unit to gauge students’ strengths and weaknesses.
- Students identified with emotional behavior issues are given instructional activities that include hands-on learning by service providers. Instruction is modified for students with specific learning deficiencies and differentiated based on various learning styles.
- Teachers will promote higher order thinking through quality questioning techniques and rigorous instruction.

Timeline:

- By February 2013, a minimum of six formal observations of non-tenured and tenured teachers and three walk-throughs will be conducted using the Danielson Framework rubric.
- By June 2013, 100% of special education and ELL teachers will have participated and demonstrated a baseline of familiarity with the 16 elements of explicit instruction using the explicit instruction rubric.
- By June 2013, students will demonstrate 5% increase in performance on standardized exams.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus Funds

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).

- **Title IA** – funds will be used for teacher per session for Danielson training.
- **Title III** – funds will be used for ELL training rate for teachers (6 teachers)
- **Title III** – After-school per session training for ELL Academy (3 teachers)
- **Title I Priority Focus Funds** – Professional Development conducted by **Center for Integrated Teacher Education**; Secretary per session for processing payroll during all after school academies.

GOAL AND ACTION PLAN#4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Staff members and school support staff members who have been trained in Positive Behavior Intervention Strategies provide social emotional support for students throughout the day in class as well as in one to one meetings with students who exhibit frustration or do not respond appropriately to classroom expectations.

No Recommendations QR 2012, (p.4)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, the school will demonstrated the development of overarching systems that support and sustain social and emotional development in the classroom through the use and implementation of RTI strategies and practices. Monthly efforts will be made to build relationships with community based organizations that support staff, parents and students with the support of our CBO partnership.
- The school will continue to provide ongoing training/professional development in using the school template Behavior Intervention Forms (BIF) and planning strategies. Ongoing and appropriate use of data such as IEP's, progress reports, and parent conferences will take place bi-monthly by appropriate staff members.

Instructional strategies/activities

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

Strategies:

- Administration will disseminate RTI materials to staff, teachers and parents. They will provide workshops and training regarding classroom and home strategies with RTI.
- Administration and support staff will include Police Department, Children's Aid Society, Four Winds, local hospitals and community mental health agencies to

provide support, resources and available updated programs for school community.

- School Psychologist and support staff will provide workshops and strategies for the use and implementation of BIF's and other related planning strategies in and out of the classroom. They will provide strategies for teachers to help students better cope in and out of classroom and within school community.
- Administration will allocate time for support staff and teachers to case conference on students' progress using classroom data and daily anecdotes in addition to the Pupil Personnel and grade conferencing times.

Key Personnel:

- Principal, Assistant Principals, School Psychologist, Social Workers, Counselors, Fordham PSO, teachers, Parent Coordinator

Targets and Steps:

- Provide information via monthly parent calendar, staff DOE email, brochures and pamphlets distributed and provided by community based organizations. School will reach out to community based organizations through letters, phone calls and emails to personnel to established working relationships.
- Provide ongoing training and development provided by Fordham PSO, Administration, and Support Staff. Provide teachers and parents with workshops to encourage the use of data and to better interpret the information which will build a collaborative working relationship between school and home.

Timeline:

- By September 2012, administration will distribute to staff and parents information regarding our school wide use of the RTI strategies and procedures.
- By November 2012, administration will introduce and provide a professional development calendar for staff inclusive of workshops, dates and times regarding the training and development in the areas of understanding data and interpreting such data using RTI procedures and strategies. In order to better serve and respond to students' social emotional health and needs so that students can become academically and socially successful.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Tax Levy

- Parent Coordinator - activities for parent workshops, planning of community based organization visits (Breast Cancer Awareness, Bronx Lebanon Hospital)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

-Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations.

QR 2012, (p.7)

-Communicate high expectations to staff, students and families, and support students and families to achieve them. QR 2012, (p.7)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- The school will continue to offer monthly workshops/meetings related to progress report, budget expenditures, eligibility for various programs available. During monthly parent meetings, the Parent Coordinator encourages and trains parents as learning leaders to volunteer and assist in classroom, library and trips. Parents are given on-line access to Study Island and Reading A-Z websites in order to assist their child(ren). The school will continue to engage in collaborating with community partners who would provide training for teachers and offer services to students on a daily basis.
- Three times a year, the school will hold orientation meetings to present the overall goals as well as specific grade/class goals and student goals. This does not include Parent/Teacher conference days. Parents attend Curriculum Night to discuss school progress and events twice a year.

Strategies to increase parental involvement and engagement

- 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 20 through 24 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies:

- Two-way communication channels from school to home; school to community partners.
- Parent and community volunteers who work regularly with teachers to provide support for students.
- Learning at home: build school parents to involve parents in playing a bigger role in their child's education.
- Build community for causes to raise funds that will give back to the community.
- Improving health and nutrition among families which improve the well-being of students and their families.
- Involve parents in activities that require fitness, movement and music.
- Increase attendance and school involved through Sports & Arts in Schools Foundation

Key Personnel and Resources:

- Professional development for parents and teachers by: **Cookshop Food and Nutrition Services**, **EduMusic** program, **Robin Hood Foundation** parent orientation
- **Sports & Arts Foundation**

Targets and Steps:

- The School Leadership Team meets monthly and parents play a vital role in the decision-making of the school.
- Youth Counselors from CBO assist with tutoring.
- Student council members communicate information on school events to parents and community.

Timeline:

- Guidance Counselors communicate plans every four months which involve changes in disciplinary measures, policies, and communicating with parents.
- Parent Coordinator meets with parents every third Thursday to discuss current school issues.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus Funds

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).

Tax Levy – Parent Coordinator activities for parents, music program by educational consultant

Title I Priority Focus Funds – Family Para per session for outreach and accountability (snack and attendance); Educational Consultants for **EduMusic**, **Music Moves Me**, and **ADB Community Program**.

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.).
<p>ELA</p> <p>25 Grade 1 students</p> <p>30 (K-3) students</p>	<p><i>Reading Recovery:</i></p> <ul style="list-style-type: none"> • <i>Short-term early intervention for children in first grade who are having difficulties with literacy learning.</i> • <i>Children are involved in activities that foster reading, writing, listening, and speaking.</i> <p><i>AWARD Reading:</i></p> <ul style="list-style-type: none"> • <i>Instruction focuses on guided reading of leveled books.</i> • <i>Students also use the computer to work independently on activities based on story. Instruction includes phonemic awareness, phonics, vocabulary, comprehension, and fluency.</i> 	<p><i>Students meet individually with a specially trained teacher for 1:1 tutoring sessions that have been specifically designed for them.</i></p> <p><i>Teacher meets with small groups of students not to exceed six. Groups are homogenous. On-going assessment allows for students to move from group to group or test out.</i></p>	<p><i>Children are seen daily during the school day. Each lesson is 30 minutes long. Lessons continue for an average of 12 – 20 weeks.</i></p> <p><i>Groups are seen during the school day for approximately 30 to 40 minutes. Depending on the needs of the students, they will be seen anywhere from 2 – 4 times a week.</i></p>
<p>Mathematics</p>	<p>N/A</p>		

Science	N/A		
Social Studies	N/A		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>35 students</p>	<p><i>Mandated Counselor:</i></p> <ul style="list-style-type: none"> • <i>Dealing with Anger – Discusses anger and other emotions. This helps students effectively deal with emotional issues.</i> • <i>One hundred ways to show good character- Combines reading with activities (word search, puzzles, etc.) that focus on character traits such as: Respect, Citizenship, Caring, Courage, Fairness, Responsibility and trustworthiness.</i> <p><i>At-Risk Counselor:</i></p> <ul style="list-style-type: none"> • <i>The at-risk counselor provides conflict resolution and crisis intervention to students in need. Additional services include Pupil Personnel Committee, referrals to Community Based Organizations, and behavior plan support to classroom teachers.</i> • <i>Parent conferencing and mediation.</i> • <i>Provides support to related services counselor middle school articulation.</i> 	<p><i>Services are delivered in small groups and one to one settings based on state mandates for students with counseling services.</i></p>	<p><i>The service is provided during the school day.</i></p>

--	--	--	--

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.

All teachers are currently highly qualified. Administrative staff members regularly attend hiring fairs to identify and recruit highly qualified teachers in common branches.

On-going professional development is provided in teacher effectiveness, classroom management, and instructional practices.

Our teacher center specialist provides mentoring to new teachers under the Mentor Program.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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:

- 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;

C.S. 134's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

C.S. 134 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
2012 - 2013

C.S. 134, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader	District 12	Borough Bronx	School Number 134
School Name George Bristow Elementary			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	6
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	680	Total Number of ELLs	88	ELLs as share of total student population (%)	12.94%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

Part III: ELL Demographics

A. ELL Programs

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

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	1	1	1	1	1	1								6
Push-In	1	1	0	1	0	0								3
Total	2	2	1	2	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

Paste response to questions 1-7 here

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

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

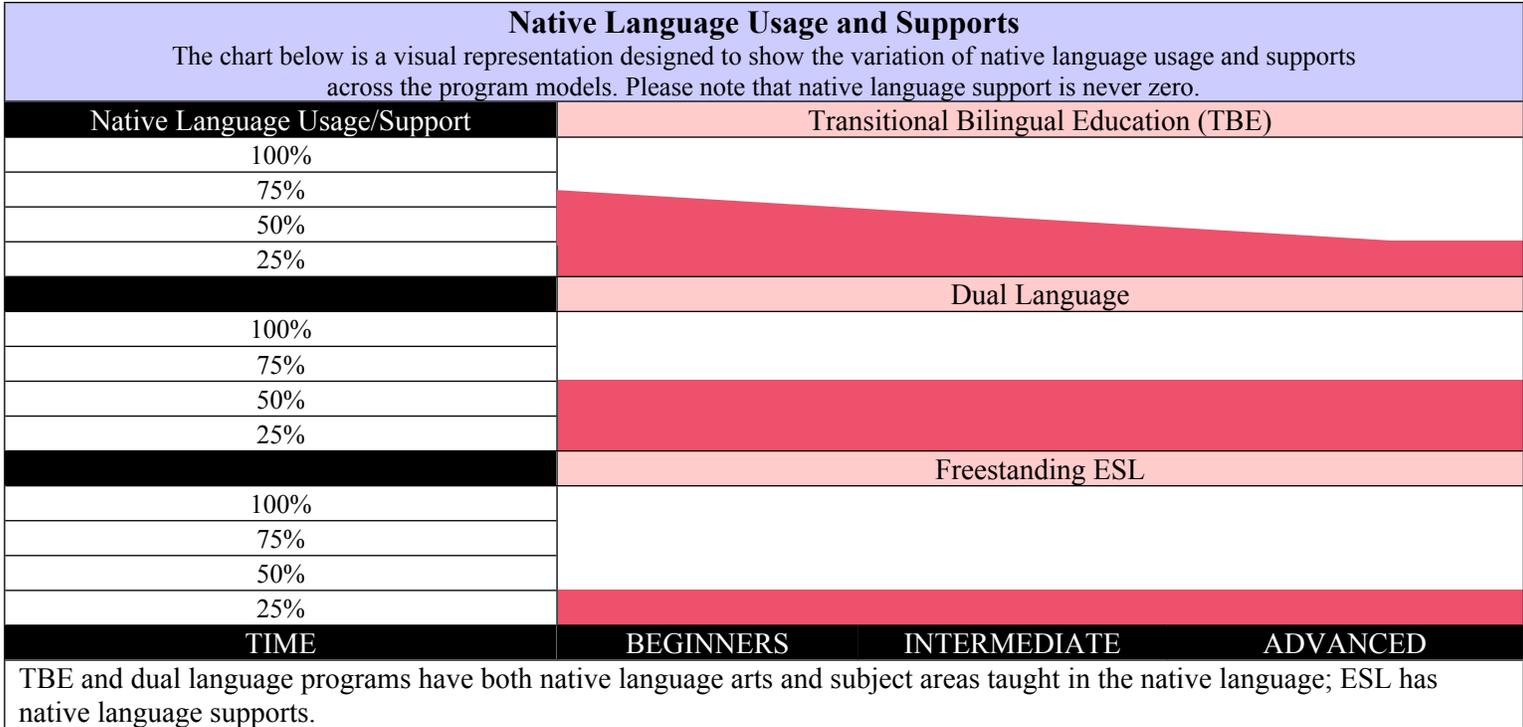
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

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

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

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

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

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

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

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

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

17. Since C.S. 134 is an elementary school, there are no second language courses offered. However, there are staff members who speak a

second language who assist ELL students (who speak a specific language) when needed.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	3	1	0	11
4	1	11	1	0	13
5	6	5	3	0	14
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	4		5		2		0		11
4	2		11		1		0		14
5	4		5		4		1		14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

There is an influx of African students who speak various dialects who are identified as ELL students. As a result, the need to expand the ESL program as opposed to bilingual programs, has increased.

3. The majority of our students are proficient in Speaking/Listening based on NYSESLAT scores. The trend shows that most students are below proficiency in Reading/Writing. ELL students who took the ELA compared to monolingual students perform adequately with most students at level 2 or higher.

4a. The patterns across proficiencies and grades tend to target reading and writing. Some of the selected programs build on reading and writing skills but we continue to search for specific programs that will target these areas. Teachers of ELL students are trained on skills and strategies used for second language learners.

4b. The ELL periodic assessment informs teachers where intervention is needed. Usually, ELL students perform below proficiency when tested in the Fall but improve on the periodic assessment by Spring, prior to the administration of the NYSESLAT. Between the periodic assessment given in the Fall and the one given in the Spring, the Assistant Principal schedules several workshops for teachers of ELLs on ESL strategies. Teachers receive support in the classroom and are monitored to ensure the use of these strategies are taught and learned by students.

4c. Based on the Periodic Assessments administered, there is adequate progress in grades 3 and 4. Students in these two grade levels demonstrate progress between 76-100%. Students in grade 5 demonstrate adequate progress between 51-75%. Some of the reasons for these results may be due to the increased difficulty in test items. The writing requirements are more complex. Based on these results, the school has decided to make writing one of our school wide goals. Reading and Writing will continue to be a focus and support will continue to be provided in these two areas.

5a. N/A

5b. N/A

5c. N/A

6. The push-in program has been most successful. The push-in programs were mostly in the testing grades (3-5) and students have demonstrating achieving at least a level 2 on the ELA and Mathematics state examinations. Some of our students have scored level 3 in ELA. Each year, a bulk of our Kindergarten and Grade 5 students test proficient on the NYSESLAT. The after school academy is on its third year and students continues to demonstrate more than 5% of our students in the academy test Proficient on the NYSESLAT. We continue to strive for an increase in proficiency in ELA, Mathematics, and NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: C.S. 134

School DBN: 12X134

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Thomas	Principal		10/25/11
Marie Almonor	Assistant Principal		10/25/11

School Name: C.S. 134

School DBN: 12X134

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Fordham PSO **Network:** 551

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: `	DBN: 12X134
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Grade 3-5 ELL students will receive supplemental ESL instruction from 3 certified teachers to focus on literacy skills such as phonics instruction, reading and writing. The program of instruction will be AWARDS. AWARDS, is a technology and literacy based program specifically designed to assist students in second language acquisition. In addition, students will also receive New York State English as a Second Language Achievement Test (NYSESLAT) preparation. Teachers will use classroom libraries, which is also part of the AWARDS program to work with the students. Beginning students are also instructed using Basic Interpersonal Communication Skills (BICS) through various techniques such as TPR, music, etc. Advanced students will be instructed using comprehension skills as a focus using the program Focus Forward. Teachers who will be instructing ELL students have been trained and have sufficient ELL credits to work with students. The program will be scheduled for two hours, two days a week (Thursday & Friday) for 33 days, after school. This program will service a total of 35 ELL students.

Part C: Professional Development

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

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

Begin description here: Teachers involved with these two programs receive professional development on the correct usage and implementation before and during supplemental instruction. There is on-going training on how to analyze student work to assess and revise student goals. Teachers also use results from NYSESLAT performance to assist in planning and preparing for the upcoming exam. Professional development is scheduled for two days; one in November and one in December on implementing the online version of AWARDS. Ms. Minaya, a representative for AWARD Reading will schedule the two refresher training sessions.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: There will be 3 workshops scheduled for parents of ELL students. These workshops are designed to help parents work more effectively with their children at home. The Parent Coordinator will oversee workshops which will be given every third Thursday of the month. Parents are notified through the monthly calendar, memorandums sent home, and through School Messenger. Translation and Interpretation will be done by staff members and one parent (low incidence language - African dialect). The workshops scheduled will consist of parents assisting their children with the home online usage for the AWARDS program. Parents practice and learn the various tools necessary to navigate the activities on the computer. Additional assistance is available for parents in the library. Parents are also given passwords to practice on their own.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		