



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX LITTLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X691

PRINCIPAL: JANICE GORDON

EMAIL: JGORDON7@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Janice Gordon	*Principal or Designee	
Mary Agar	*UFT Chapter Leader or Designee	
Wanda Rodriguez	*PA/PTA President or Designated Co-President	
Yolanda Vega	Member/Parent	
Christine Silva	Member/Parent	
Sherominie Awatar	Member/Parent	
Gabriela Caballero	Member/Parent	
Danielle Carter	Member/Paraprofessional	
Sonia Chambers	Member/Parent	
Christina Garofalo	Member/Teacher	
Beverly Jacobs	Member/Teacher	
Helen Pylarinos	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will implement pedagogical practices (as informed by the Danielson framework and the SIOP Model) that provide strategic scaffolding, entry points and vocabulary supports for all students including English Language Learners and Students with Disabilities resulting in a 5% increase in the number of students in Grades 3, 4 & 5 performing at levels 3 & 4 on the New York State ELA and Math Exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Beginning in 2008, and with each successive year, Bronx Little School's population of English Language Learners and Students with Disabilities has grown. In addition, student performance on both ELA and Math over the past 4 years has indicated that all students perform better on the multiple choice portions of the New York State ELA and Math exams than on the short answer and extended response portions. We attribute the difference in student performance to their insufficient knowledge of vocabulary and underdeveloped writing skills, preventing them from being able to clearly articulate their thinking.

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) 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.

Activity #1

- **Professional Development:** PD will be provided on the following topics: Implementing the SIOP Model; Providing Effective Feedback in the Writing Workshop Classroom; Differentiating Writing Instruction; Looking at Student Writing to Develop Student Writing Goals
- **Target Populations:** All classroom teachers
- **Responsible Staff Members:** Literacy Coach, Principal, Assistant Principal, Teacher Grade Level Leaders, Classroom Teachers, SETSS Teacher, AIS Teacher
- **Implementation Time Line:** September 2012-June 2013

Activity #2

- **School-wide Development of a Writing Curriculum aligned to Common Core Learning Standards:** Teacher Teams led by the Literacy Coach will design units of study in writing that incorporate Language Objectives and Differentiation of Instruction for English Language Learners and Students with Disabilities
- **Target Populations:** All classroom teachers
- **Responsible Staff Members:** Literacy Coach, Principal, Assistant Principal, Teacher Grade Level Leaders, Classroom Teachers, SETSS Teacher, AIS Teacher

- **Implementation Time Line: September 2012-June 2013**

Activity #3

- **Daily Writing during Math Workshop: Students in Grades 2-5 will be required to explain math thinking in writing as a daily component of math workshop.**
- **Target Populations: All students in grades 2-5 including English Language Learners and Students With Disabilities**
- **Responsible Staff Members: All classroom teachers, AIS teachers, ESL teacher, SETSS teachers, Math Coach, Administrators**
- **Implementation Time Line: September 2012-June 2013**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **The school will develop a school website to inform parents of literacy curriculum, common core learning standards and shifts in citywide instructional expectations. The website will offer parents links to resources that will help them to support their children's learning at home.**
 - **The school will provide access to technology for parents that do not have home access.**
 - **Literacy Coach and Parent Coordinator will host family workshops and events with a specific focus on writing.**
 - **The school will provide writing units of study information in parent home languages.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x _____ Tax Levy x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- 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).

As a Title I SWP school, funds are conceptually consolidated thus maximizing fiscal resources to cover the personnel and OTPS needs of the school.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all students in Grades 4 eligible to take the NYS ELA Exam will demonstrate progress towards achieving state ELA standards as measured by a 5% increase in the number of students performing at levels 3 & 4 on the 2013 NYS ELA Exam compared to Grade 3 student performance on the 2012 NYS ELA Exam (comparison of a cohort of students over a two-year period).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing student performance on the 2012 NYS ELA exam for students in grade 3, we noted a significant decrease in the number of students performing at levels 3 and 4. We attribute this decrease to several factors. One factor is that in 2012 for the first time, our school testing population contained an eligible subgroup of students with disabilities. Another factor is the shift in instructional expectations citywide that resulted in revised curriculum in ELA.

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) 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.

Activity #1

- **Professional Development:** Newly hired Literacy Coach will support teachers in designing CCLS aligned literacy curriculum, planning effective reading and writing lessons and implementing research-based best practices in classroom literacy instruction.
- **Target Populations:** All classroom teachers
- **Responsible Staff Members:** Literacy Coach, Principal, Assistant Principal, Teacher Grade Level Leaders, Classroom Teachers, SETSS Teacher, AIS Teacher
- **Implementation Time Line:** September 2012-June 2013

Activity #2

- **Data Assessment:** Analysis of Fountas & Pinnell Literacy Benchmark Assessments for the student cohort currently in grade 4 for both 2011-12 and 2012-13 will be compared to look at student progress, patterns and trends to determine student strengths and needs. Identification of student strengths and needs will determine instructional focuses.
- **Target Populations:** All classroom teachers
- **Responsible Staff Members:** Literacy Coach, Principal, Assistant Principal, Teacher Grade Level Leaders, Classroom Teachers, SETSS Teacher, AIS Teacher
- **Implementation Time Line:** September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **The school will develop a school website to inform parents of literacy curriculum, common core learning standards and shifts in citywide instructional expectations. The website will offer parents links to resources that will help them to support their children's learning at home.**
 - **The school will provide access to technology for parents that do not have home access.**
 - **Literacy Coach and Parent Coordinator will host family workshops and events connected to literacy learning.**
 - **The school will provide literacy curriculum information in parent home languages.**

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I SWP school, funds are conceptually consolidated thus maximizing fiscal resources to cover the personnel and OTPS needs of the school.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By January 2014, 80% of teachers responsible for reading instruction will document student conferences with a focus on individual student goals as a means of formative assessment in reading.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We analyzed Fountas & Pinnell Literacy Benchmark Assessments over a 2-year period (2010-11 through 2011-12). We found that reading instruction needs to be more differentiated to meet the needs of every student at whatever level they are in order for them to make sufficient progress to meet grade level standards. It logically follows that individual student goals must be developed and monitored to determine progress towards those goals. We decided that development and monitoring of student reading goals could be most effectively accomplished through reading conference documentation.s

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) 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.

Activity #1

- **Professional Development: Newly hired Literacy Coach will support teachers in documenting reading conferences with students and helping students set reading goals.**
- **Target Populations: All teachers responsible for reading instruction (AIS, SETSS, Classroom)**
- **Responsible Staff Members: Literacy Coach, Principal, Assistant Principal, Teacher Grade Level Leaders, Classroom Teachers, SETSS Teacher, AIS Teacher**
- **Implementation Time Line: January 2013-January 2014**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **The school will develop a school website to inform parents of literacy curriculum, common core learning standards and shifts in citywide instructional expectations. The website will offer parents links to resources that will help them to support their children's learning at home.**
 - **The school will provide access to technology for parents that do not have home access.**
 - **Literacy Coach and Parent Coordinator will host family workshops and events connected to literacy learning.**
 - **The school will provide literacy curriculum information in parent home languages.**
 - **Report cards and interim progress reports will inform parents of their children's reading goals and progress towards meeting their goals.s**

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I SWP school, funds are conceptually consolidated thus maximizing fiscal resources to cover the personnel and OTPS needs of the school.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 Debra Maldonado/Ben Waxman	District 12	Borough Bronx	School Number 691
School Name Bronx Little School (X691)			

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

Principal Janice Gordon	Assistant Principal Steven Schwartz
Coach	Coach
ESL Teacher Maria Santiago	Guidance Counselor Leah Wilson
Teacher/Subject Area Maureen Carson/SETSS/AIS	Parent
Teacher/Subject Area type here	Parent Coordinator Loida Guzman
Related Service Provider type here	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	298	Total Number of ELLs	40	ELLs as share of total student population (%)	13.42%
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Part II: ELL Identification Process

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

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

ELL IDENTIFICATION PROCESS

1) The process of initially identifying students who may possibly be English Language Learners begins at enrollment when a team of trained school staff members meet with parents to make an initial determination of the child's home language. To administer the Home Language Surveys, oral interviews in English and in the native language of all in-coming students are conducted by our licensed ESL teacher, Ms. Santiago or one of our trained pedagogues. Based on the results of the Home Language Identification Surveys, Ms. Santiago administers the Language Assessment Battery-Revised (LAB-R) within the first ten school days for those students whose home language includes one or more languages other than English. The Spanish LAB is available for students who are monolingual in Spanish

Each Spring, students identified as English Language Learners (after receiving the mandated ESL services indicated by their proficiency level) are administered the New York State English as a Second Language Test (NYSESLAT). The results of the NYSESLAT identify student proficiency levels in English in the areas of reading, writing, listening and speaking. Proficiency levels (beginner, intermediate, advanced) determine the mandated number of instructional minutes that will be provided to our English Language Learners each week starting in the following fall by our licensed English as a Second Language teacher, Ms. Santiago.

In the spring of each year, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students are tested in grade level groups for all tests except the speaking test, when each student is tested individually. All tests are administered according to official testing guidelines and schedule. The ESL teacher also evaluates the writing portion of the test, following the procedures and rubrics given by the Pearson testing company. The teacher who administers the NYSESLAT views all the materials supplied by Pearson to ensure uniform administration of the test. In addition, the lead scorer attends training in the district. The other scorers then receive turn-key training of scoring procedures using materials from Pearson.

The Citywide and State Summative Assessment Calendar is used to schedule testing of the Speaking, Listening, Reading, and Writing sections of the NYSESLAT in the allotted window. Our ESL certified teacher schedules individual testing of students in the Speaking portion of the NYSESLAT as well as testing of the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficiency on the NYSESLAT as per the RNMR report from ATS, the student will continue to receive services and be tested annually with the NYSESLAT until they score at a proficient level.

2) Within ten days of administration of the LAB-R, entitlement letters (in the parents' native languages) are sent to the parents of all children identified as eligible to receive ESL services and a Parent Orientation meeting is scheduled to ensure that parents of our English Language Learners understand all three program choices available in the New York City Dept. of Education (Transitional Bilingual, Dual Language, Freestanding ESL). Parent Orientation meetings are scheduled both during the school day and in the evening. At those meetings, parents are informed of the English Language Learner identification process, and they view a video presentation (presented in the native languages of all parents) which gives an overview of the program available for their children.

In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during parent orientations. Parents receive the program pamphlet and watch the video in their native language when available. Several parent orientations are offered in both morning and evening sessions throughout the year, according to the parents' schedules. Each orientation is conducted within ten days of a student's initial enrollment. The ESL teacher speaks several languages so there has not been a need for interpreters of any other language to be present. If such a need arises, the ESL teacher will contact Translation Services to secure the services of an interpreter.

In the event that parents of 15-20 students in two contiguous grades select a TBE/DL program, we will configure a class for those children and inform their parents of the class configuration via telephone calls (ESL teacher and Parent Coordinator) and letters backpacked home. An orientation meeting will be scheduled to familiarize parents with the instructional practices/methodology of the program.

3) Subsequently, the ESL teacher provides parents with a formal orientation of ELL services available for their children in New York City Public Schools. Parents are informed of their options which are: Transitional Bilingual, dual Language or a Free-standing ESL Program. The Parent Survey and Program Selection forms are distributed to parents (in the parent's native language) at the Parent Orientation. After being given the opportunity to ask questions about the program choices, parents complete the survey and return it to the ESL teacher at the end of the orientation. Parents are given the option of completing the Program Selection form on the day of the orientation, or at home if additional time (and/or consultation with another family member) is needed to make a decision. In addition, they are given a pamphlet (in their native language) to take home with an explanation of each program choice. Parents are encouraged to return their Program Selection forms as soon as possible and are informed that if a form is not returned, the default for ELLS is Transitional Bilingual Education as per CR Part 154. Parents who do not return said forms are reminded with a telephone call from the ESL teacher or the Parent Coordinator. After reviewing the Parent Surveys and Parent Selection forms, the ESL teacher makes the necessary accommodation for each parent program choice.

At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. A second orientation is given to parents in the middle of the year to discuss assessments and student progress. Informal meetings are ongoing and include parent-teacher conferences throughout the year. At Bronx Little School, Free Standing ESL is the only program available due to the small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. Transitional Bilingual Education will be considered in the future if the need arises.

4) The children of those parents who choose a program other than ESL are assisted in finding a placement for their child in a school that provides such services. After the Parent Selection forms are returned to the ESL teacher, Placement Letters (in the parent's language) are distributed via backpack and mail to parents indicating the official placement of the student in the program of choice. Continued entitlement letters are backpacked home. Copies of these letters are maintained in each child's cumulative record jacket and kept on file in the ESL teacher's room. Non – Entitlement letters are sent to parents of those students who reached a proficiency level on the NYSESLAT assessment.

5) In the past few years, a review of Parent Selection forms and Parent Surveys indicate all parents requested ESL as their program of choice. In the last three years, approximately 90 students were placed in the ESL Program due to parent choice.

6) At Bronx Little School, Free Standing ESL is the only program available due to the small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. Transitional Bilingual Education will be considered in the future in the event that 16 parents or more choose said program.

7) ELL students at the Beginner and Intermediate Levels of English Language development are provided with 360 minutes of ESL instruction Mondays - Fridays. Advanced ELL students are given 180 minutes of ESL instruction per week in a push-in/ pull-out model. ELL students and SWDs are provided with testing accommodations to meet their diverse needs.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

	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	26	0	2	14	0	6	0	0	0	40
Total	26	0	2	14	0	6	0	0	0	40

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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	5	10	2	9	2	2								30
Chinese														0
Russian														0
Bengali		2	1		1	2								6
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1		1									2
Other		2												2
TOTAL	5	14	4	9	4	4	0	0	0	0	0	0	0	40

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. Our students are placed in Heterogenous groups consisting of ELLs with different L2 proficiency levels.

2. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA instruction a week that integrates literacy and content area instruction. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Minilessons, Reading Workshop, and Writing Workshop).

3. Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is delivered to our ELLs in thematic units of study, gives our ELLs multiple opportunities to learn and use the academic language, develop content-area knowledge, and increase their literacy skills. Our ELL students participate in collaborative group work. The groups consist of ELLs with different L2 proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of materials available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development. Books in both Bengali and Spanish are in the ESL classroom library to support student learning in their L1.

The methodology used in the Pull-Out/Push-In model includes explicit content area instruction according to the specific grade standards and instruction. ESL teacher, classroom and intervention teachers plan together. The ESL teacher supports vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts Program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, use of glossaries and artifacts, multi-cultural and literature-rich classroom libraries in English and the students' L1 (native language) lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing, math, science and social studies.

4. Our new ELL students are interviewed by the ESL teacher in their (L1 and L2) by the ESL teacher. Based on the results of the Home Identification Survey, the ESL teacher administers the Spanish Lab-R to Spanish speaking students. We are currently working on creating an assessment for our students who speak Bengali.

A. Programming and Scheduling Information

5. Currently there are no SIFE students at Bronx Little School, but an intervention plan will be developed for those students if the need arises in the future. Our ELL students who have been in the US for less than three years are offered extended day services on Tuesdays and Thursdays from 2:30 - 3:45 . The purpose is to provide our newcomers with additional English language instruction in the content areas and literacy in order to help them strengthen their academic language and help them perform at the level of their English-proficient peers. In addition, our newcomer ELLs are encouraged to use their native language as a bridge towards the transition into English. These students are encouraged to read and Write in their native languages during ESL instruction and when they are in their regular classroom settings. Our newcomers and their parents are also provided with lending library books in their native language (Spanish or Bengali) to encourage literacy at home.

Students requiring extension of services (more than 3 years and less than 6 years in an ESL program) receive additional services during the school from our SETSS/AIS teachers (math and ELA) and are included in our extended day program. They are also included in small group instruction with our ESL teacher during push-in sessions in their classroom (in all content areas).

Long term ELLs continue to receive academic support through small group intervention, after school and Saturday school programs.

6. The ESL teacher and classroom teachers ensure that our ELL students are provided access to academic content areas and accelerate English language development by creating lessons in the academic content areas (math, social studies and science) that are standards-based, rigorous and appropriate to the grade level and language proficiency of the students. Scaffolding techniques such as using graphic organizers, pantomiming, modeling (in student's native language when needed) are many of the strategies used to provide our ELL students with quality content area lessons that are literacy based. Classroom teachers utilize The Waterford Early Learning software published by Pearson with their ELL students during center times to help these students improve their reading in English. Teachers of our ELL students also differentiate the content area instruction according to the student's English proficiency levels. Questioning methods based on Bloom's Taxonomy and each child's language proficiency are used as scaffolds to help students reach the next level of academic English language development. The ESL teacher and the classroom teachers of ELL students create lesson plans that include a language objective and an academic objective. Teachers of our ELL students understand that language has a function and apply this knowledge when differentiating for our English language learners. The ESL teacher uses research based materials such as, "On Our Way to English" program during pull- out sessions that include visual, auditory, kinesthetic and tactile methods to accommodate different learning styles of our ELLs. In addition, the ESL teacher provides push-in services to first grade and kindergarten ELL students during science class. The ESL teacher and the science teacher work collaboratively to help ELL students learn the academic language of science using songs, chants, picture books, charts, realia, and other materials appropriate for grade levels K-1.

ELL special needs students are integrated with the general education ELL population during mandated minutes. The ESL teacher receives a copy of the IEP for each child and has training on SESIS (Special Education Student Information System) to access up-to-date student IEP information, to help understand the learning needs of these students. In addition, ELL special needs students who continue to have significant difficulty in area of encoding and decoding, will participate in small group instruction using the Wilson Reading Program and Fountas/Pinnell Reading Early Intervention Program.

*7. ELL students at the beginner and intermediate levels of English development are given 360 minutes of ESL instruction per week and ELLs at the advanced level are given 180 minutes per week of ESL instruction using a combination of push-in and pull-out models. We have clustered our first-grade ELLs (our largest population) in one class to maximize our ESL teacher's ability to schedule push-in instruction in their classroom. This model enables the ESL teacher and the classroom teachers to collaborate closely on lesson planning to support their students' language development in the context of content learning.

Our school is part of the Phase 1 Special Education initiative to support our ELLs and SWDs. We offer ICT classes presently on grades Kindergarten, First and Third grade. We also offer SETSS services to students in general education. Furthermore, we have and Response To Intervention (RTI) Committee that meets twice each month to discuss and review identified students and provide research based instruction and interventions that address the individual, linguistic, and academic needs of our students. The curriculum that is used is in line with General Education using Pearson Waterford early learning technology programs that are research-based and differentiated to address the different learning styles (visuals, tactile, auditory, kinesthetic learning styles.)

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

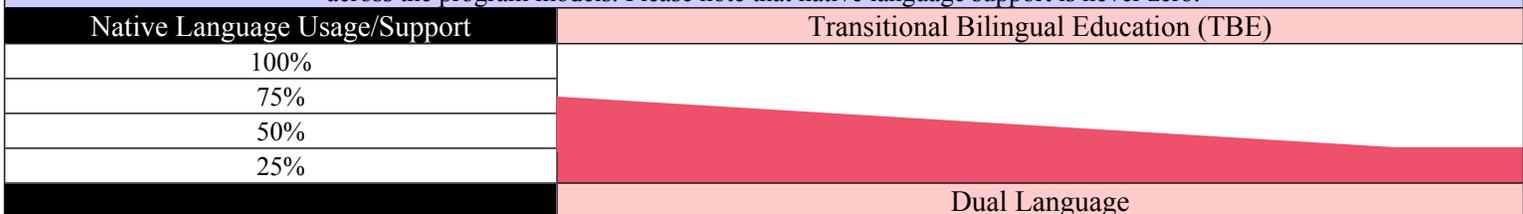
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Bronx Little School's targeted interventions programs for ELLs in ELA, math, and other content areas are:

- *The Wilson Reading Program - Special Education ELL students
- *Fountas and Pinnell Literacy Intervention Program - ELLs with IEPs, ELLs receiving services 3-6 years
- *Math Resource Room - ELLs receiving services 3-6 years
- *Literacy Intervention Teacher - Proficient ELL students
- *Extended Day Program - ELLs receiving services 3-6 years, ELLs with IEPs, other low performing ELL students
- *Waterford Early Learning Program (Math and Literacy Technology Program)

9. Our Proficient ELLs are given the necessary support to help them make a more successful transition into the regular classroom setting. These students are serviced by a Literacy support Teacher on Tuesdays and Fridays. The Literacy support teacher provides our proficient ELLs with targeted Literacy and content area instruction with a focus on development of grade-level academic language to continue to support their academic growth.

10. We are planning an 8-week Saturday academy for all ELLs, during which time we plan to offer ESL classes for their parents.

11. The Wilson Program and Fountas and Pinnell Literacy Intervention programs will continue due to their success in helping our low-performing ELL students develop and strengthen basic reading and phonics skills..

12. Title III funds make it possible for our school to offer ELLs language enrichment programs outside of school time. This year, a Saturday Academy is planned. Last year's after school program succeeded in helping our first grade ELL students improve their Literacy skills and sharpen their content area (science) knowledge in English through hands-on literacy activities. Most of the students who participated in the program went up at least one level of English development according to the results of spring NYSESLAT 2011.

All ELLs have full access to all programs (ie. dance, music, art, performances, physical education) available to the students in the building. They have been assigned extended day tutoring.

13. ESL English language arts instruction is differentiated through the use of a variety of materials including Our Way to English Program, Reader's theater, leveled books (Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a lending library in Spanish and Bengali to address the needs of the Spanish and Bengali dominant students. This library is available for students and parents with the assistance of our parent coordinator and student council, so our Spanish and Bengali speaking parents can read with children at home in their native language.

14. The ESL teacher and classroom teachers make use of the children's L1 whenever possible in songs, poetry, chants, and content areas that are appropriate for a given lesson activity. Children who require additional support in their L1 are provided with content area glossaries in their L1 and L2 (English).

15. All interventions services offered to our ELL students are age and grade appropriate and aligned to the student's classroom curriculum and ELA / ESL/Math standards.

16. Students who enter Bronx Little School for the first time are received warmly and are interviewed by a qualified ESL teacher/coordinator. The purpose of the interview is to get a sense of the child's language proficiencies in L1 and L2, and to get to know the student's interests in order to provide literacy materials that will motivate the student to remain or become interested in reading. Each newcomer and family is given a welcome to Bronx Little School packet that explains the goals of our school and ideas for parents to help their children at home. They also receive an ESL folder with hands-on activities to do at home for extra support in literacy and math, including content area glossaries. In addition, Bronx Little School offers families of ELL students a "Meet the teacher night" in which translators are available to help teachers and parents exchange goals and ideas about how to help the students have a more successful school year.

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)?

NA

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.

Bronx Little School teachers are supported in learning ESL strategies through ongoing professional development as follows:

- The ESL Teacher/Coordinator attends workshops in ESL methodology and best practices throughout the school year.
- Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.
- Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of ELL students.
- Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction.
- Weekly emails that describe best practice and research-based strategies for ELLs are sent to all teachers.
- Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices. Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.
- All Teachers received a professional development package—Teaching Strategies for English Language Learners (Teachers Network)—to use at their own pace. The package contains the resources and on-line coursework needed for teachers to learn research-based strategies to support the ELLs in their classes.

All staff (including administrators, guidance counselor, paraprofessionals, special education teachers, related service providers (speech, OT, PT, psychologists, social workers) receive training during professional development day and faculty meetings to gain knowledge of the ELL identification process, mandated services, as well as the components of this policy. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE. The staff who involved with the Title III are trained in ESL techniques and methodologies by the ESL teacher, Assistant Principal, and outside sources. Also, our Network offers additional ESL Professional Development sessions as per Jose P. mandate in Sheltered Instruction Observation Protocol Model.

Sign-In sheets, agendas and materials from all PDs are maintained in the main office as documentation of teacher training.

The ELL population has equal opportunities as non-ELLs to help make the transition to middle school. They visit their feeder schools to help ease the adjustment with the guidance counselor, classroom teacher and support 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?

A team of staff members that include the ESL teacher, Principal, Parent Coordinator, and a classroom teacher work collaboratively to plan and improve instruction for our ELL students. The ESL teacher and the Parent Coordinator work closely together to ensure that parent letters and notifications are available in the languages represented in our school (currently Spanish and Bengali).

Parent needs are determined, as much as possible, through direct correspondence with parents. The DOE's Teachers and related service providers maintain regular contact with parents throughout the year. Several members of the staff are bilingual and able to provide translation for meetings with teachers. When a translator or interpreter is not available to be present, the DOE's over-the-phone interpretation services are used, to ensure that parents' needs and concerns are addressed.

At Bronx Little School parents of ELL students are always encouraged to visit our school and to participate in ongoing parent activities throughout the school year presented by our parent coordinator. These workshops include topics such as: nutrition, literacy activities to do with their children at home, Family Math Night, etc. Translators are always available to help parents feel comfortable and welcome.

We offer ESL classes for parents that want to learn English. These classes will be offered on Saturdays.

Plans are being made to inform parents about Adult ESL and Native Language GED classes available to them free of charge in the community.

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)	2	2	1	3	0	1								9
Intermediate(I)	0	5	1	2	1	1								10
Advanced (A)	3	7	2	4	3	2								21
Total	5	14	4	9	4	4	0	0	0	0	0	0	0	40

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	3	0	1		5
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				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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.

It has become evident through various content-based assessments DATA such the NYS Social Studies Exam, the NYS Science Exam, classroom assessments and informal teacher observations that our ELL students are in need of developing the formal language necessary to succeed in the academic sector. Because 4 of 8 upper grade ELLs received a score of 2 in the State Math exam, interventions have been put in place to help those students improve their academic language in the area of math. Students are provided with math resource room interventions with a math specialist 2x a week. Classroom teachers meet with these students during our extended day sessions (Tuesdays and Thursdays) to address the needs of the above mentioned students in the area of math. Bronx Little School's push-in program offers ELL students content area instruction using ESL strategies and methodologies found in the sheltered instruction model (SIOP model). In an effort to successfully reach this goal, the ESL teacher and classroom teachers work collaboratively to plan and offer ELL students content lessons that involve practicing subject-specific language supported by the use of comprehensible input, continuous scaffolding techniques, teacher modeling, TPR, level appropriate TIER questioning techniques, and visual aids. ELL students at the Beginner Level are provided with 25% Native Language Arts and Native Language Support when needed.

In order to further help our ELL students improve in Reading, various assessment tools such as Fountas & Pinell Benchmark Assessment, ELL Periodical Assessment, and Children's progress Report (Grades K-3) are implemented to monitor student progress and determine needs that should be addressed.

According to the results of the Fountas and Pinnell Reading Assessment, those ELL students who are entering Grade 1 at or below Level A in reading are offered the following intervention services:

- * After school extended day intervention with their classroom teacher or other qualified staff members
- * Wilson Phonics intervention Program
- *Fountas and Pinnell Literacy Intervention Program
- *Center time activities focussing on ELL student's academic and linguistic needs

ESL English language arts instruction is differentiated through the use of a variety of materials including Our Way to English Program, Reader's Theater, leveled books (Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a reader's theater program to help them with reading fluency and vocabulary enrichment. The Everyday Math Program offers hands on activities and meaningful math instruction. The ESL teacher supplements said math program for our ELL students by creating lessons and activities that include language objectives and math content objectives These materials are available to meet the needs and differentiate learning for our students. Books are available in Spanish to address the needs of the Spanish dominant students. In addition, a Spanish language lending library is available with the assistance of our parent coordinator and student council, so our Spanish-speaking parents can read with children at home in their native language.

According to the results of the NYSESLAT of Spring 2011 (ELL students Grades 1-5), 10 of our 42 ELL students are at the proficient level, 17 are at the advanced level, 11 are at the Intermediate level, 4 and are at the beginner stage of English language development. According to the results of the LAB-R of fall 2011 (newcomer Kindergarten ELL students), 6 of newly admitted Kindergarten students are eligible for ESL services. Of those 6 students, 50% (3 students) are at the beginner stage of English language development, and 50% (3 students) are at the advanced stage of English language development. Spring 2011 NYSESLAT scores indicate that 23 (55%) of 42 ELL students Grades K-5 reached a proficient level of English language development in Listening and Speaking. 38% reached an advanced level of English proficiency in Listening and Speaking. 7% reached an intermediate level of English proficiency in Listening and Speaking and 0% remained in a beginner stage of English proficiency. In Reading and Writing our ELL students performed as follows: 36% reached a proficiency level in Reading and Writing, 29% reached an advanced level of English proficiency in Reading and Writing, 26% reached an intermediate level of English proficiency in Reading and Writing, and 9% are at a beginner level of English proficiency in Reading and Writing. Content performance DATA for 2011 reveals that out 3 of 8 students performed at a level 1 in the ELA, 1 student performed at a level 2, and 2 students performed at a level 3, and 1 student performed at a level 4. In the State Math Test, 4 of 8 students performed at a level 2, 4 students performed at a level 3. In the State Science test, 1 of 5 students scored a 2, 3 of 5 scored a level 3, and 1 of 5 scored a level 4. In the State Social Studies Exam (Native Language) 1 of 3 ELL students scored a 3.

The implications for the school's LAP and instruction are as follows: ELL students are carefully monitored by an AIS Team so as to address any special needs they may exhibit. Supplementary support services during the regular school day (Academic Intervention Teachers), during extended day (1 hour and 30 minutes each Tuesday and Thursday) and an ESL after school program will be offered (for 1 hour and 30 minutes) at our school. These services are geared toward helping parents and students enhance their reading, speaking,

listening and writing skills. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA a week that integrates literacy and content-area instruction. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Proficient students are given the necessary support to help them make a more successful transition into the regular classroom setting. These students are serviced by a Literacy Support Teacher. An AIS support teacher provides extra support to ELL students with IEPs. Extended day instruction is provided on Tuesdays and Thursdays for beginner and intermediate ELL students Grades K-5 who need additional support in Literacy and in the content areas.

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

Bronx Little school will proudly continue to warmly welcome English Language Learners and their families into our school community and to improve the quality of services provided to them in order to produce ELL students who are proficient at listening, speaking, reading, and writing English, academically and socially.

Part VI: LAP Assurances

School Name: Bronx Little School		School DBN: 12X691	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janice Gprdpm	Principal		11/28/11
Steven Schwartz	Assistant Principal		11/28/11
Loida Guzman	Parent Coordinator		11/28/11
Maria Santiago	ESL Teacher		11/28/11
	Parent		
Maureen Carson	Teacher/Subject Area		11/28/11
	Teacher/Subject Area		
	Coach		
	Coach		
Leah Wilson	Guidance Counselor		11/28/11

School Name: Bronx Little School

School DBN: 12X691

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x691 **School Name:** Bronx Little School

Cluster: 5 **Network:** CFN534

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

Part A: Needs Assessment Findings

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

The Home Language Surveys completed by the parents of every child during an interview process at registration time helps us to determine the number of parents who will need translation and interpretation services and the languages they read/write primarily.

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.

Approximately, 28% of our students' parents speak, read, and write Spanish as their primary language; 9% are Bengali-speaking; 1% are Albanian-speaking. Posters, flyers, and notices in Spanish, Bengali and English inform our school community of available translation and interpretation services and how to access them. Our Albanian and some of our Bengali paents have expressed a preference for documents in English.

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.

All written correspondence (including but not limited to monthly newsletters, calendars, school notices and flyers, parent handbooks, report cards) is translated into parents' primary languages in-house by school staff.

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.

Currently, all oral interpretation services are provided in-house by school staff and/or parent volunteers. Oral interpretation is provided at all parent meetings, parent orientations, special assembly programs, parent workshops, and at all parent-teacher conferences. Our Parent Coordinator is bilingual (English/Spanish) and is available to interpret at parent conferences, workshops, etc. One of our Bengali-speaking parents has volunteered to interpret at meeting and events..

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>.

- Parents' primary languages are determined at the time of registration through the interview process conducted to complete the Home Language Survey.
- At registration, parents are asked whether or not they require language assistance in order to communicate effectively with school personnel on all levels.
- Information on parents' primary languages is maintained in ATS and recorded on student blue emergency cards (which are also provided to our school medical office).
- All Centrally Produced Critical Communications are provided to parents in the primary languages.
- All Student Specific Critical documents are provided to parents in their primary languages.
- The Bill of Parent Rights and Responsibilities is provided to all parents in their primary languages.

- Signs indicating the availability of translation services for parents are posted in a conspicuous location (at our main entrance).

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: Bronx Little	DBN: 12X691
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 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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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:
of certified ESL/Bilingual teachers:
of content area teachers:

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:

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:

Part D: Parental Engagement Activities

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

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

Begin description here:

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.
-----------------	-----------------	---

Part E: Budget

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

Allocation Amount: \$

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