



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRIGHTER CHOICE COMMUNITY SCHOOL
DBN (i.e. 01M001): 16K627
Principal: FABAYO MCINTOSH
Principal Email: FMCINTOSH2@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: QADIR DIXON

School Leadership Team (SLT) Signature Page

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

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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Fabayo McIntosh	*Principal or Designee	
Marcella Walcott	*UFT Chapter Leader or Designee	
Latoya Davis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Emani Ramos	Member/ Para	
Sholonda Buie	Member/ Community Assistant	
Latrace Finney	Member/ Teacher	
Latifah Carter	Member/ Parent	
Crystal Brown	Member/ Parent	
K'yisha Frazier	Member/ Parent	
Tiffany Canty	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

: To improve family involvement in order to grow student achievement

By June 2014, 70% of parents will have attended and or participated in school activities in order to support their child's learning compared to last year's rate of 45%.

By June 2014, Parent University will be expanded providing parents with the information and training needed to be effectively involved in the education of their children. Based on parent surveys, additional topics such as special education strategies, stamina, homework, eating healthy, ESL classes etc will be covered. In addition, sessions after school hours will be provided to better accommodate parent schedules.

Comprehensive Needs Assessment

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Hiring full time Community Assistant

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

1. **Timeline for implementation: September 2013 – June 2014**

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, PTA President, Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance sheets at workshops, parent survey,

D. Timeline for implementation and completion including start and end dates

1. September 2013 – May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funds allocated for parent involvement

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).

Parent Coordinator will attend monthly meetings with District Parent Advocate; Offer incentives for attending meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

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

In June 2014, 68% of students where on standard, by June 2014, using the assessments from GO Math!, 80% (56 students) of K-2 will be on standard.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

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

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, team leaders, classroom teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The informal observations conducted throughout the year in conjunction with the summative evaluations.
- D. Timeline for implementation and completion including start and end dates**
1. **Timeline: September 2013- June 2014**
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Collect Math Data from each teacher using the assessments from Go Math! Teachers will use the RTI lessons in GO Math! To assist students who need extra assistance. Teacher Teams will monitor progress of students in math.

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).

Hiring full time Community Assistant

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

Parent workshops that relate to the CCCS math standards

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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.

To increase achievement of K-2 students in Literacy.

By June 2014, 70% (49 students) will achieve proficiency on their reading level as evidenced by TCWRP Reading Assessment. (K=D, 1=J, 2=N).

Comprehensive Needs Assessment

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 analyzing student reading data in grades K-2, we recognized a need to increase the number of students reading on and above grade levels in the lower school. There is a need to

target early grades, as indicated on the Early Grade Progress section of the 2013-2014 Progress Report. As per Running Record data collected in November 2013, 22.9% of all Kindergarten students were reading on a Level A or higher, however as of November 2013 there are no Kindergarten students with disabilities reading above Level A. Similar trends in reading levels are apparent in all other grades.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Schedule TCRWP reading assessment every 6 weeks.

- Collect Running Records every two weeks.
- Examine how students are answering higher order thinking questions on TCWRP assessment.
- Create a weekly book shopping schedule.
- Ongoing meetings with teachers to discuss student data
- Work will be based on Common Core State standards

A. Strategies/activities that encompass the needs of identified student subgroups:

- a. Creation of block scheduling in Kindergarten
- b. Kindergarten teachers will receive professional development on how to use Foundations
- c. Administer Foundations unit assessments as necessary
- d. Creation of a flexible scheduling classroom to accommodate the needs of Kindergarten students with disabilities
- e. The Kindergarten teacher implementing flexible programming will participate in Visual Thinking Strategies (VTS)
- f. Track, monitor and revise student instruction

B. Key personnel and other resources used to implement these strategies/activities:

- a. CFN 410 will provide training on best practices in ICT settings
- b. Kindergarten teacher will receive off and on-site professional development on Visual Thinking Strategies through a grant

C. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- a. Lower school teacher will meet together in teams to analyze the running record data and monitor the progress of the students

D. Timeline for implementation:

- a. This ongoing process will occur throughout the school year, beginning in September 2012
 - i. Running records will be collected and analyzed in September, November, March and June
 - ii. Administration will conduct observations to monitor the effectiveness of Foundations lessons
 - iii. Kindergarten teacher will attend professional development sessions on VTS in October, February and in the Spring of 2014, as well as receive on-site coaching from a VTS trainer in January. These teachers will be given time, as needed, to collaborate.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AIS coordinator, classroom teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

2. Fountas and Pinnell levels will show an overall increase in reading comprehension for targeted students. The Teachers College Running Record will be administered

four times a year (September, November, March, and June) and entered in Assessment Pro.

1. All classroom teachers gather reading level data four times a year as indicated above. Students who fall below grade level according to the Teachers College benchmarks and Spring 2013 state scores will participate in the mandatory extended day program, as recommended by their teacher. All classroom teachers in grades K-5, ESL teachers, and cluster teachers will take small groups of students for remedial instruction.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Collect data on the Level 1 and Level 2 ELL in ELA to assign mandated Extended Day classes; gather data from AssessmentPro and ARIS to coordinate the ELA Test Preparation Afterschool Program

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).

- a) providing parents with training on strategies to teach comprehension skills
to their children-Family Literacy Nights
- b) CCSS testing workshops for ELA and Math.
- c) Providing monthly parent newsletters to keep parents abreast of what their children are working on in school in all curriculum areas.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

Promote a common understanding of effective teaching by using a researched based rubric to provide formative and actionable feedback so that by June 2014, a system will be created to monitor and track student progress

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All teachers will receive a copy of the Danielson Rubric on questioning and assessment.
- Teachers will study videos on the Common Core library related to questioning

- Teachers will visit each other to observe questioning techniques
- Principal gives frequent actionable letters within 48 hours and at least weekly.
- Divide the school into a lower Pre -2 department and 3-5 departments; build time in the schedule to meet with each department.
- Create quarterly spreadsheets to track students
- Create new data boards to clearly show student progress
- Professional development where teachers analyze Danielson rubric
- Teacher teams will analyze the assessment data and look at student work to determine next steps for instruction.

Timeline from September 2013 – June 2014

- Data boards will be updated at least quarterly.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, teacher leaders

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The informal observations conducted throughout the year in conjunction with the summative evaluations.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School meetings, teacher team meetings

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).

Hiring full time Community Assistant

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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|---|
| A. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| D. Timeline for implementation and completion including start and end dates |
| 1. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. |

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.						
X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Modified version of Reading Recovery; guided reading-looking at print; running records observing reading behaviors; critical thinking skills to enhance familiarity with text	Small groups of 4-6 students; Bi-weekly ELA skills in preparation of the state exam.	This service takes place during the school and after school.
Mathematics	Monthly skills in preparation of the state exam; focused strategy lessons;	Small groups of 4-6 students.	This service takes place during the school and after school.
Science	Monthly skills in preparation of the state exam; focused strategy lessons	Small groups of 4-6 students.	This service takes place during the school and after school.
Social Studies	Monthly skills in preparation of the state exam; focused strategy lessons	Small groups of 4-6 students.	This service takes place during the school and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling sessions provided to non-mandated students consist of academic tutoring and enrichment both individually and in small group. The counselor supports the area in need in sited by the classroom teacher or other instructional professional. Sessions provided to students with emotional concerns consist	Small groups, sometimes one to one	This service takes place during the school day.

	of focused discussion, writing, drawing, reading related literature and play expression.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Principal will ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license. • Principal will hold workshops on how to apply for their professional license and complete necessary paperwork. • New teachers meet weekly with grade leaders to mentor him or her. • Lead teachers will provide 3 mandated hours per month on the Danielson Framework of Teaching.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Adequate funding will be allocated to hire a Community Assistant. We will also create a "class parent" for each class to help improve home/school communication. • Adequate funding will be allocated to hire per diem substitutes to provide appropriate coverage for teachers to attend out of the building professional development, interclass visitations, model lab site lessons and debriefing sessions as needed. • Adequate funding will be allocated to provide PD on the art of teaching reading including per session and per diem.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The Pre-Kinder teachers and Kindergarten teachers meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are screened in literacy and math skills. The Guidance counselor contacts the pre-schools to discuss curriculum alignment and offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten. The Guidance Counselor and AIS Teacher, and IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We meet together beginning September Staff and principal to plan the selection of assessments for all grades. This year we also met to discuss the MOSL selections and to analyze the baseline assessments. Throughout the year our Inquiry teams discuss and monitor the progress of our students using the Teachers College Running Records and GO Math! Assessments. We are always collaborating to make sure our students are making progress. When students are not making progress we put our heads together and design individual action plans and assessments plans for these children to make sure these children move forward.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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, **BRIGHTER CHOICE COMMUNITY 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 **BRIGHTER CHOICE COMMUNITY SCHOOL** and the families.

BRIGHTER CHOICE COMMUNITY 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 **BRIGHTER CHOICE COMMUNITY 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;

BCCS 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;

BRIGHTER CHOICE COMMUNITY SCHOOL will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

BRIGHTER CHOICE COMMUNITY SCHOOL

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Brighter Choice Community 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 16	Borough Brooklyn	School Number 627
School Name Brighter Choice Community School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Fabayo McIntosh	Assistant Principal type here
Coach Marcela Walcott/Lieracy/AIS	Coach type here
ESL Teacher Fe Montarde	Guidance Counselor Zahara Duncan
Teacher/Subject Area Christine Rivera/Writing/IEP	Parent type here
Teacher/Subject Area type here	Parent Coordinator Emani Ramos
Related Service Provider Christine Rivera	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	134	Total number of ELLs	9	ELLs as share of total student population (%)	6.72%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	0	0	5	0	5	0			9
Total	4	0	0	5	0	5	0	0	0	9

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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	1	2	0	3	2	1								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	0	3	2	1	0	0	0	0	0	0	0	9

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			3
4	1	1			2
5		1			1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						3
4			2						2
5			1						1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

NYSESLAT results showed that most of the ELLs moved up to intermediate and advanced level across grades. Those newly arrived ELLs and is reading below grade level struggle in the reading tests. Although the school provide the Spanish speaking ELLs with the Spanish booklets during the tests in Science and math, students didn't use them because neither of them can read Spanish proficiently. However, they use the Spanish translated edition dictionary. The school did not sign up for State Periodic Assessment for ELLs, hence, there is no data about it.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Based on the assessment data, the school determines a targeted group including the upper grade ELLs from 3-5 to be in the after school program and in the AIS group. Within the RTI framework, the teacher will determine the struggling students and ELLs and then focus on improving core instruction so that instruction is more rigorous and targeted to the needs of these students. This is done to promote language and literacy development. If found out that there are Tier 3 students including English language Learners, they will be provided with more frequent and intensive intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions for ELLs are geared towards language development in that the classroom teachers of ELLs and ESL teacher provides differentiated instruction based on their language proficiency level. The certified ESL teacher, the AIS and the classroom teacher will provide direct and supplemental language instruction to ELLs with native language support. Instruction is aligned with the Common Core Learning Standards in reading informational texts and literature, writing, and language development. To support their native language, the ESL class provides a bilingual library with bilingual dictionaries that are accessible to students at all times. Glossaries on the student's native language in Social Studies, Science and Math have been distributed to the ELLs in the testing grades. Scaffolding strategies are employed by the classroom teachers to unpack the academic language found in the informational reading and content area learning.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the school's program for ELLs is measured in the achievement of the teacher's targeted goals for the school year. One measure is the progress of individual student's proficiency level. So far, all ESL students except the students with learning disability, move one level up in language proficiency. NYSESLAT result showed that of all 6 ELLs, 4 students scored advanced and 1 student move from beginner to intermediate. Another measure is the parents' active response and participation in school activities. that enable them to help their own child improve language and academic skills.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) The ELLs are identified through the Home Language Identification Survey (HLIS) forms which are filled out during the school registration process. On the first day or week of school year, some out of classroom teachers (i.e. teacher who speaks bilingual, an ESL teacher or a trained pedagogue) assist in the registration and administration of the HLIS forms to make sure HLIS forms are filled out and signed. They conduct an informal oral interview in English or native language to a parent or guardian who registers the child. The ESL teacher then checks and signs all the HLIS forms and determines students who are LAB-R eligible based on all these forms. In addition, reports are generated from the ATS to check students' eligibility for the ESL Program. These include the RLER reports, LAB-R eligibility list (LBR) for the newly admitted ELLs and the students eligible for the NYSESLAT (LAT). The ESL teacher checks the Home Language Survey forms and exam history of those students listed in the RLER report to confirm eligibility.

Testing of the short LAB-R (Form B) has to be done within 10 school days of initial enrollment. If the child is unable to answer the first three questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher hand-scores the LAB-R and Spanish LAB documents to determine the child's language proficiency level for the newly admitted ELLs. Students who score above a state-designated level of proficiency (i.e. above the cut-off scores)

are placed in a regular class and Non Entitlement letters are sent home with the child. The students who score below the cut-off score for are entitled for the ELL Program. Newly admitted eligible ELLs who only speak Spanish are evaluated in the native language, the Spanish LAB.

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.
Parents of newly identified ELLs are sent Entitlement Letters and invitation letters (translated in their native language) for Parents' Orientation. This is done within 10 school days of registration. Phone calls are made to confirm attendance to the orientation during which, the parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) to understand the information and the different program options (Transitional Bilingual, Dual Language, ESL Program) available. After watching a video, the three program options are further discussed by the ESL Teacher. The bilingual Para assists in explaining and answering questions asked by the parents. Then, parents fill out the Parent Survey and Program Selection form; choose a program and rank them according to their preference for their children.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
After identifying the entitled ELLs, the ESL Teacher prepares the entitlement letters in their native language version to go home with the child. Along with it, Invitation letter for parent orientation and Parent Survey and Program Selection forms are also sent home so that parents will know the schedule for the parent orientation. Before these letters are sent, photocopies are made for file. Classroom teachers of these ELLs are informed of the letters sent so they can check and keep hold of them when parents will return them. During the orientation, the parents should sign the survey forms and these will be kept in the ESL binder. If parents of entitled ELLs don't come to the orientation despite several trials of phone calls and letters sent, the ESL teacher catches them early in the morning or at dismissal so they could watch the orientation video and fill out the survey. Otherwise, Parent Survey and Program Selection Form will be sent home again with the child and then schedule a telephone conversation if not one-on-one meeting to talk about the program options for the child and to make sure the parents understand and return the form. All these forms are collected and kept in the school in the ESL teacher's compliance Binder for record keeping.
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.
During the parent orientation the ESL teacher stresses to parents that YSADE is only offering ESL program. They are given a list of different schools that offer Bilingual or Dual Language programs across the city. They are informed that they can go to a school of their preference. Parents are informed that the school opens a Bilingual Program if there is a total of at least 15 ELLs in two contiguous grades as per CR Part 154. Other important information is discussed during the orientation which covers ELL placement such as moving to a school that offers Bilingual or Dual Language Programs, one year program option, etc. Placement letters, translated in Spanish, are sent to the parents of newly admitted ELLs. Copies of all these letters that are sent are placed in the child's file and in the ESL teacher's Binder for record keeping. In the event that we do not have someone who speaks a language other than English for new admits, we contact the Translation unit.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Towards the end of school year in Spring, the ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their language proficiency progress. Within the NYSESLAT testing window, the school chooses a schedule for its administration. The ESL teacher sends letters to parents informing them of the schedule of NYSESLAT administration in all the modalities in Speaking, Listening, Reading & Writing. The school chooses an out of classroom teacher who doesn't teach the ELL population but is trained to score the speaking part of the test that is administered individually. The Listening, Reading and Writing parts are administered by grade bands K, 1-2, 3-4, and 5-6 one day at a time. Each grade band is tested in a separate location by the ESL teacher. To ensure that all ELLs take the NYSESLAT, the ESL teacher generates the NYSESLAT Eligibility Roster (RLER). This report lists all the students who are eligible for the NYSESLAT. Teacher also generates LAB-R Eligibility Roster (RLER) in case there are newly admitted students who are eligible for the test. This is done to assure that all ELLs are tested with the NYSESLAT.
6. 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.) 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. [i](#)
***** review last year's parent orientation attendance & parent's program option ***** After reviewing this year's Parent Survey and program Selection forms, all parents (two of them) of newly eligible ELLs chose ESL Program as their option 1, Dual language Program and Transitional Bilingual Program as option 2 and 3 respectively. Within the past three or four years, majority of the parents who attended the orientation chose ESL Program which is the program or service model of the school. The ESL teacher kept a tally records of the parents' responses to determine and/or compare what program choice the majority of the parents want for their children. In so doing, school would be able to meet the parent's need and could offer options based on what the majority of the parents choose.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The ESL program at Brighter Choice Community School (BCCS) uses a Pull-out model. The ELLs are picked-up from the classroom and provided differentiated ESL instruction according to grade and proficiency level. The grouping is based on grade and proficiency level, i.e. students in Kindergarten [Beginners (B) and Intermediate (I)] together, grades one and two (B/I); grades three and four (B/I), and grade 5. Advanced ELLs are also grouped by grade and proficiency level. The beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced.
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)?

Scheduling is very crucial. Other service providers such as Speech, AIS, guidance & counseling make sure that schedule is arranged to avoid conflict with ESL. to ensure mandated number of minutes are provided. Beginning and intermediate ELLs are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will also receive at least 180 minutes of ELA instruction in the classroom.
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 foster language development and meet the demands of the Common Core Learning Standards.

The school's ESL program is designed to develop both the social and academic development of ELLs. Basic interpersonal communication skills of ELLs in English are developed through cooperative learning approach in pair or in small group. The ESL teacher uses Thematic Unit in delivering content area instruction. Since the school uses the Balanced Literacy Program across the grades, the ESL teacher works in collaboration with the classroom teachers of ELLs through conversations and meetings to assist the students in reading, writing and language development. The ESL teacher uses thematic Unit in delivering the content area instruction in Science and Social Studies. She provides articulation forms/congruence sheets to classroom teachers to reinforce and align language instruction which fosters academic language development and meet the demands of the Common Core Learning Standards. The ESL teacher delivers 100% English in providing differentiated instruction using TPR, hands-on activities and Language Experience Approach- i.e exposing them to speaking and listening activities during the read-alouds, playing & discussing books on tapes, phonics, and language patterns. The ESL teacher uses sheltered instruction- i.e. using English language instruction in teaching the content area topics more comprehensible to students with limited vocabularies. This includes using visuals, demonstrations and collaborative learning activities for the ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

The ESL teacher uses both formal and informal assessments to evaluate the ELLs. Within the thematic unit lessons, learning activities are catered towards the development of speaking, listening, reading and writing skills. The academic instruction within the literacy and content areas is aligned with the Common Core Learning Standards. Therefore, it addresses the four modalities as it unpacks the academic language found in informational texts. As the teacher does the read alouds, student's listening skill is tapped. When the teacher engages students in academic discourse and instructional conversations that involve higher order questioning based on Danielson's Framework, speaking comes into play. The ESL teacher uses a checklist and rubrics to evaluate the ELL's performance as they dive into discussions of these lessons and perform the tasks. During the course of the lesson, English Language Learners will be engaged in activities for the purpose of formative assessment. Also, a monthly on demand writing is also administered to assess students writing progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently, we don't have SIFE students. However, if a SIFE student is enrolled, the school will follow the screening procedure stipulated in Appendix A of the BESIS. If a student is categorized as SIFE, those with a home language of Spanish will take the Academic Language & Literacy Diagnostic (ALLD) test for placement. The school will provide a very supportive environment that responds to the immediate social, cultural and linguistic needs of these students. The following may be provided: immersions in the English language, a buddy system with peers or classmate who can help the SIFE student adjust to the class activities, students and parents will be given access to support services in their native language, instructional materials/methods will be designed to accelerate the academic achievement such as phonics using the Wilson Foundation program. The ESL teacher will provide and continually reinforce concepts and language in academic instruction and integrate these concepts across content area lessons.

ELLs who have less than three (3) years in the U.S. schools continue to receive 360 minutes of ESL services for beginners and intermediate, and 180 minutes for advanced level until they become English proficient and test out of the NYSESLAT. They receive at least 180 minutes of ELA in the classroom. The ESL teacher designs lessons that develop both their social and academic language through thematic lessons. Instructional materials and method are considered to help ELLs accelerate language acquisition and develop academic skills to be ready for the academic challenge ahead. The ELLs in the testing grades who, even if they've been in the Us for a year, have to take the statewide test in ELA and Math. They need the academic language to perform and meet the Common Core Standards. Therefore the ESL teacher has to prepare them to get ready for these tests in ELA and Math; teach them the academic vocabulary and language of the test; help them develop higher-order thinking skills through higher level questioning. They are also taught how to use the bilingual dictionary (word-to-word translation) that they could use during the content tests.

BCCS at this time does not have Long Term ELLs. Those who have been receiving 4 to 6 years of ESL services and the Long Term ELLs (completed 6 years). However, if we acquire these ELLs in the future, we will pull out these kids in small group for differentiated ESL instruction. They will be referred for intensive Academic Intervention Services (AIS) where they will receive intensive literacy and language instruction. The ESL teacher will provide explicit instruction in the five components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension.

This year, we have four ELL-SWDs two of whom are provided with focused instruction in phonics and small group guided reading and writing. More language drills in oral or written forms, listening activities and test preps are provided. The speech teacher serviced these ELLs as per IEP. During the 50-minute literacy block, the IEP teacher will perform small group

instruction

with designated ELL-SWDs. These students will also be served during the After-School Program from 3:00 to 5:30 p.m. Monday and Wednesday and from 4:00 to 5:30 on Tuesday and Thursday. The program targets these identified ELLs.

7. 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?

ELLs –WLDs are provided focused instruction in phonics and small group guided reading and writing. School provides academic intervention services (SETSS) to these students and providers do co-teaching. More language drills in oral or written forms, listening activities and test preps will be provided. During the 50-minute literacy block, the IEP teacher performs small group instruction with designated ELL-SWDs. These students will also be served during the After-School Program four days Monday thru Thursday from 3:00 to 5:00 p.m. The program targets these identified ELLs and provides instruction with a bilingual staff.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

BCCS sets schedule for grade meeting to design ELLs –WLDs are provided focused instruction in phonics and small group guided reading and writing. School provides academic intervention services (SETSS) to these students and providers do co-

teaching. More language drills in oral or written forms, listening activities and test preps will be provided. During the literacy block, the IEP teacher performs small group instruction with designated ELL-SWDs. The SETSS provider pulls these ELL-SWDs and provided 50 minute instruction 3 periods a day. These students will also be served during the daily Extended Learning Time (ELT) Program every day from 3:15 to 6:00 p.m. The program targets these identified ELL-SWDs and provided instruction with a bilingual staff.

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	45 minutes per day	45 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
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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.



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

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL Program provides a nurturing environment to all ELLs to meet their needs. They are pulled out and serviced with academic differentiation as they continue to learn more academic vocabularies. Seeing the ELLs develop more vocabularies and improve their language proficiency indicates the effectiveness of the ELL program. It is effective in that planning and collaboration are the key to effective program in which ELLs gradually progress in developing more academic language.

11. What new programs or improvements will be considered for the upcoming school year?

As of this time, the school has Go Math and Ready Gen as the new programs used for instruction.

12. What programs/services for ELLs will be discontinued and why?

No programs and services for ELLs will be discontinued unless there is no more ELL student enrolled in school and all existing ELLs test out of NYSESLAT. The school makes sure that students who tested out of the NYSESLAT will continue receiving additional academic support from academic support staff (i.e. AIS, Resource Room, etc.) for two years. They will continue to have testing accommodations (i.e. extended time and a half and separate location) in a statewide ELA, Math and Science tests.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

They all have access to all school program such as After School program. These ELLs are offered the same quality academic instruction that native English speakers received in the classroom. This is because the ESL teacher aligns her instruction with the Common Core Standards in ELA and Math and content area subjects. Both curricular and extracurricular activities are always schoolwide. Therefore, ELLs are afforded the same access and privilege to programs, i.e. small group instruction, AIS, and SETSS, that other students receive. The After-School program is for all students except Pre-K. It starts from 3:30 to 6:00 p.m. If parents signed up for that after school program, students would benefit from both the academic and social services provided.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The ESL teacher chooses Thematic Unit to teach the lessons in Science and Social Studies. Resource materials such as Scott Foresman, ESL Sunshine Edition and the Into English are used to support content-area instruction. The Into English program are designed by grade and proficiency levels which uses book on tapes, posters, workbooks and picture cards. These are language-rich materials with picture supports to make the content and language comprehensible. In Math, the ESL teacher uses different reference books and workbooks of Kaplan & Ladders to Success. Most of the time, she uses the internet to print Math worksheets to reinforce the lesson covered during the day. Math workbooks in Spanish are provided to ELLs in the testing grades; English-Spanish dictionaries and bilingual glossaries are used to help them find meaning of some unfamiliar vocabularies that are discussed and they've read in the text in either Science or Social Studies. These materials are used to design rigorous lessons and are aligned to the new Common Core Learning Standards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The ESL Program provides a nurturing environment to all ELLs to meet their needs. The classroom has names of things labeled in Spanish. The ELLs are allowed to use their native language with the teachers and peers in both academic and social setting so they could express themselves in their transition to developing English proficiency. ESL classroom has a bilingual library. ELLs are encouraged to borrow books to take home to read with the parents. They could access to bilingual dictionary, bilingual books and instructional charts to read and use while they are in the the ESL classroom

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ESL grouping is according to their grade and language proficiency level and therefore, the services they receive are age and grade appropriate. All ELLs from Kindergarten to 5th grade are serviced according to the mandated number of minutes required under CR Part 154.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Every year, the school holds a "Back to School" kick off activity, a week before the school year begins. The administration and staff welcome the students and families to the school. Parents, staff and students talk about the upcoming activities for the school year with music and food served. Teachers who speak Spanish were assigned to assist the Spanish speaking families during the activity. On the first day of school, all new incoming students including ELLs are gathered in the school yard. All teachers and staff assist in the transition of the first day. Each classroom teacher has a designated spot with the name of the class on a placard, while all out of classroom teachers assist the parents in finding what class the child belongs.
18. What language electives are offered to ELLs?
At this time, there is no language electives offered to ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher attends staff development throughout the school year. She joins with other ESL teachers in order to be updated

with the Common Core Learning Standards and Danielson Frameworks, research-based strategies and current ESL related issues and information. The ESL teacher also attends professional learning opportunities sponsored for ESL teachers from Network 410 and PDs from the Office of ELLs to learn new innovative ways and research-based ESL strategies.

The school provides professional development to school staff and all classroom teachers especially those with ELLs. These PD's

are focused on Common Core Standards, and Danielson Frameworks, and data analysis. Most PDs are school-based provided by the AIS person or by the school principal. Some PDs are provided by the network ESL specialist to meet the minimum 7.5 hours of

required ELL training for classroom teachers.

Brighter Choice Community is a Teachers' College school; therefore, PD Calendar dates from TC are scheduled for current school

year. In addition, the school schedules Lunch-and-Learn to the classroom teachers to support staff in terms of planning and curriculum implementation aligned with the Common Core Standards.

Weekly grade meetings are in place at BCCS to support the teachers' instructional needs. The school ensures that 5th Grade teachers receive help from coaches in exposing their students to higher grade level lessons and higher expectations in terms of reading, writing and rubrics. Every year, 5th Grade classes go to field trips to different Middle Schools to let them see what are the expectations they need to meet when they graduate and enroll to a middle school. Inter-school visitation is scheduled for 4th and 5th grade classes, with or without ELLs. This will help the teachers gain some insights how other schools support and prepare

the ELLs in their transition to middle school. The Guidance counselor has never received any PDs around ELLs. However, she supports teachers in dealing with students and some ELLs who have IEP's. She helped these students in their social and emotional well-being especially in their transition to middle school.

D. Parental Involvement

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

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

The Parent Coordinator evaluates the parent's needs through one-on-one conversation, phone calls and even listening to parents' concerns as they come into the school office. During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making. These parental activities provide the parents with more concrete information about their child.

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name:

Brighter Choice Community Scho

School DBN: 16K627

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fabayo McIntosh	Principal		
	Assistant Principal		
Emani Ramos	Parent Coordinator		
Fe Montarde	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Zahara Duncan	Guidance Counselor		
	Network Leader		1/1/01
Marcela Walcott	Other <u>LiteracySupport/AIS</u>		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: K627

School Name: Brighter Choice Community School

Cluster: 4

Network: 410

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

Part A: Needs Assessment Findings

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

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

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

This year, 15% of our families' native language is Spanish, and its population has always hovered around this number. Currently, all of our parents that require translation and interpretation services speak Spanish as their primary language. A majority of these parents also read and write in Spanish. We've also found that these parents need more consistent translation services. These findings were reported to the school community through letters sent home with their child. Information is also disseminated via PTA meetings, and School Leadership Team Meetings. The school staff has been made aware of the patterns and trends of school community home languages, the presence of French-Haitian Creole as well as the Chinese-speaking families through faculty conferences. During one to one meetings and Parent-Teacher Conferences with identified parents, a translator is present. Our SBST team is bilingual and information sent home regarding IEP students is done in both languages. Whenever there is a need to do translation, either in written or oral, the translated school calendar and newsletter with translated version are sent monthly. A part of the budget is used for language translation services. Whenever the parents need to know school and child related information, the parent coordinator notifies them right away in writing and phone calls as needed.

Part B: Strategies and Activities

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

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

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

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

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

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