



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BRONX LITTLE SCHOOL

DBN (i.e. 01M001): 12X691

Principal: JANICE GORDON

Principal Email: JGORDON7@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: BEN WAXMAN

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
Janice Gordon	*Principal or Designee	
Mary Agar	*UFT Chapter Leader or Designee	
Sonia Chambers	*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	
Susan McKenna	Member/ UFT	
Joy Daley	Member/ UFT	
Helen Pishkur-Pylarinos	Member/ UFT	
Ashley Cregier	Member/ UFT	
Guadalupe Herrera	Member/ Parent	
Zilda Orozco	Member/ Parent	
Patricia Peralta	Member/ Parent	
Norelis Santiago	Member/ Parent	
Sherominie Awatar	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.

Our school's results on the spring 2014 Parent Communication section of our School Environment Survey will increase by .5 from the previous school year.

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.

"Strengthen the processes to regularly evaluate the quality of school culture, the ways expectations are developed and shared among all stakeholders including students, and the analysis and evaluation of practices across the school in terms of technology." 2012-13 QR Indicator 5.1

For our 2013-13 QR, one of the Areas for Improvement (AFI) was noted as the follows: Teachers are aware that communication with parents should be enhanced through technology, and parents agree.

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

1. Development and implementation of a school website; All teachers will participate in professional development on how to use the website to communicate with parents; Parents will be provided opportunities to attend workshops to learn how to navigate the school website in order to communicate with teachers and administration. The website enables all parents to receive information in their language of choice.

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

Administrators, teachers, Parent Coordinator

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

1. The Data Specialist and Parent Coordinator will conduct a survey of parents and teachers in February 2014 to determine the number of parents and teachers logging onto the website and their opinions about it's usefulness.

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

1. September 2013-September 2014

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

1. Data Specialist will update website with current information for parents about school events, assessment dates, parent and student resources

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 workshops will be held throughout the year, including on the days of parent-teacher conferences, to support parents in navigating our school website for accessing information and communicating with our school.

Our Literacy Coach and our Math Coach in collaboration with our Parent Coordinator will conduct both daytime and evening workshops for parents on the new Common Core Learning Standards. These workshops will focus on how parents can support their children's learning at home and will direct parents to website links with parent information about the new instructional shifts and instructional expectations.

Our Title III program includes ESL instruction for parents which includes language necessary for effective home-school communication.

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

NA

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.
 By June 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's Framework for Teaching

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.

"To further develop teacher teams to analyze teacher practices with regards to student engagement and learning particularly ELLs and SWDs and develop leadership structures to ensure that teachers have a voice in key decisions that affect student learning and culture. 2012-13 QR Indicator (4.2)

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

1. Schedule weekly professional development periods to provide differentiated teacher learning based on previously developed individual teacher goals. These goals were developed by each teacher and presented to administration at initial planning conferences in September. These professional development sessions include but are not limited to: coaching sessions; classroom intervisitations; video viewing; analyzing student data to plan instruction.
2. Provide opportunities for teachers to attend network, DOE, and contracted vendor professional development sessions and subsequently train colleagues as teacher leaders

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

1. Classroom Teachers Literacy Coach, Math Coach, Network Support Personnel, Administrators, Tequipment, STEM, Educators for Social Responsibility, Food Bank of NY, NY Philharmonic, 92nd St. Y

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

1. School-based environment survey, DOE School Learning Environment Survey for Teachers, Class Intervisitation Forms, Classroom formal & informal observations, teacher artifacts

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

1. September 2013-September 2014

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

1. Per diem funding; Per session funding; Allocation of Professional Development Funds: weekly scheduling: monthly faculty conference days; coaching cycles; teacher laptops and ipads

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).

NA

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	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

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.

By June 2014, the total number of students receiving Tier 2 intervention services will decrease by 10%

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.

In order to effectively implement a Response to Intervention model, numbers of students at each tier of intervention should incrementally decrease as the intensity of

instruction increases. When our RTI team looked at data indicating the numbers of students at each tier of intervention, they discovered that approximately 25% of students receiving intervention services were in tier 2. Therefore, we determined that we needed to support teachers and students more effectively at the tier 1 level.

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

1. At bi-monthly meeting of our RTI team, action plans will be developed for individual students receiving tier 2 services that include progress monitoring to ensure efficacy of interventions.
2. Teachers trained in Educators for Social Responsibility (ESR) Guided Discipline and Personalized Student Support will meet with colleagues to recommend effective strategies for pro-active approaches to dealing with students with challenging behaviors.
3. RTI Team will support classroom teachers with specific recommendations for implementing academic and behavioral strategies to ensure student success.

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

1. RTI Team Members including administration, teachers, mandated service providers, coaches, Parent Coordinator

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

1. OORS reports; math and literacy unit assessments; AIS observations; Fountas & Pinnell Benchmark Assessments; Teacher referrals for interventions; Referrals for initial evaluations

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

1. September 2013-June 2014 with bi-monthly progress monitoring

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

1. Per session funding; Per diem funding; F-status funded AIS/SETSS Teacher; Mentoring Minds Behavior Strategies flip charts; Pre-referral Intervention Manual (Prim); Educators for Social Responsibility

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 Workshops on the referral & evaluation process
- Parent Workshops on developing, implementing and meeting IEP goals
- Parent Workshops on ELA & Math strategies that can be implemented at home to support student learning
- Parent Workshops on effective responses to challenging behaviors

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	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

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.

By March 2014, 80% of teachers responsible for reading instruction will document student conferences, guided reading instruction and individual reading assessments as a means of monitoring student progress in reading accuracy, fluency and comprehension.

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.

Teachers identified a need for additional formative assessment in reading in order to more accurately assess student reading progress to plan more effective instruction. Additional assessments will also provide teachers current data for reporting individual student progress to parents. They will also enable us to monitor progress towards predicting outcomes on summative assessments.

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

1. Professional Development on conferring with students during reading workshop
2. Professional Development on effective guided reading practices with a focus on documentation of strategies and skills taught and learned
3. Teacher intervisitations during reading workshop
4. Modeling by Literacy Coach
5. Viewing of videos

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

1. 80% of classroom reading teachers, Literacy Coach, Administrators, Parent Coordinator

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

1. Guided reading observation sheets; teacher conference notes; coach logs; student reading assessment data

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

1. September 2013-March 2014

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

1. Coaching cycle; weekly professional development periods; Chancellor's Conference Days; ARIS Learn;

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 workshops on understanding methods for determining student reading levels

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.						
NA						

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.

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.

	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.

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	<ul style="list-style-type: none"> - Extended Day Small-Group Instruction for 37.5 minutes twice each week using I-Ready NY CCLS Literacy Program - Mondo Guided Reading materials, Making Meaning (Developmental Studies Center) and Fountas & Pinnell Phonics - Academic Intervention Teacher Services 3-4 times per (combination push-in and pull-out model) using Wilson Reading Intervention Program, Fountas & Pinnell Early Literacy Intervention Program, Mondo Guided Reading, Fountas & Pinnell Phonics and WordBuild (Developmental Studies Center), Spector Phonics, Teacher-Made Vocabulary Content Games -Test Preparation Classes for 6-8 weeks prior to administration of NYS ELA Exam (utilizing “A Reader’s Workshop Approach to Test Readiness” (Kaplan) 	<ul style="list-style-type: none"> Small group instruction (2-6 students) -Small Group instruction (2-6 Students) - Small Group instruction using push-in & pull out model - Whole class instruction 	<ul style="list-style-type: none"> Provided during the extended day portion of the school day -Service is provided during the school day -Service is provided during the school day - Service is provided every Saturday morning from 9am – 12:30am for 6 weeks during the months of
Mathematics	<ul style="list-style-type: none"> - Extended Day Small-Group Instruction for 37.5 minutes twice each week using I-Ready NY CCLS Math Program and SMARTboard interactive games - Academic Intervention Teacher Services 3-4 times per week during the school day using that are aligned to the teacher made Math curriculum which includes rigorous content games and tasks that aim to build fluency and deep understanding. 	<ul style="list-style-type: none"> Small Group instruction (2-6 Students) - Small Group instruction using push-in & pull out model 	<ul style="list-style-type: none"> Service is provided during the school day -Service is provided during the school day

	- Test Preparation Classes prior to administration of NYS Mathematics Exam using Kaplan Keys	- Whole class instruction)	- Service is provided every Saturday morning from 9am – 12:30am for 3 weeks during the months of April and during our April vacation
Science	Academic Intervention Teacher Services (Grades 4 & 5) using Harcourt Science Trade Libraries and Mondo Nonfiction Science Guided Reading Sets that are embedded into our Literacy curriculum	Small group instruction (2-6 students	Service is provided during the day 2-4 times a week
Social Studies	Academic Intervention Teacher Services (Grades 4 & 5) using Harcourt Social Studies Trade Libraries and Mondo Nonfiction Social Studies Guided Reading Sets that are embedded into our Literacy curriculum	Small group instruction (2-6 students	Service is provided during the day 2-4 times a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor who provides the following services :</p> <ul style="list-style-type: none"> -teach students to identify their issues relating to behavior, self- esteem, attendance, conflict resolution, and academic success. Instruction focuses on developing positive character traits. -conflict Resolution Role Play Activities - group/Individual counseling; Students discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges. - Attendance Awards: Students are recognized monthly by receiving attendance awards - PBIS class lessons - School Psychologist and Social Worker who hold meetings with students, parents and School Based Support Team are scheduled as needed 	<ul style="list-style-type: none"> - Counseling is done both on a 1:1 basis and a small group counseling session (2-4 students) - Guidance Counselor gives whole class PBIS instruction School Psychologist and Social meet with individuals as well as teams 	All services is provided during the school day

**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.
<ul style="list-style-type: none"> o Mentors are assigned to support new teachers. o Action plans will be developed and implemented to support struggling and/or unqualified teachers. o Title I SWP funds will be earmarked to support teachers in becoming highly qualified. o Administrative staff will work closely with HR to identify and recruit highly-qualified ELA teachers o Mentors are assigned to support new teachers. o Action plans will be developed and implemented to support struggling and/or unqualified teachers. o Title I SWP funds will be earmarked to support teachers in becoming highly qualified. o Administrative staff will work closely with HR to identify and recruit highly-qualified ELA teachers

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).
Developing Curriculum Aligned to CCSS on each grade level and across grade levels; Planning Mathematics Tasks and Culminating Projects Aligned to the new Common Core State Standards; Looking at Student Work (Formative Assessment); Using Data to Differentiate Instruction Sheltered Instruction Observation Protocol (SIOP) Model; Looking At Student Work: Planning the Instruction Students Need; Supporting ELLs in Development of Academic English; Effective Questioning (Bloom's Taxonomy); Development Student Tasks Aligned to CCSS
<i>Developing Curriculum Aligned to CCSS on each grade level and across grade levels; Planning Mathematics Tasks and Culminating Projects Aligned to the new Common Core State Standards; Looking at Student Work (Formative Assessment); Using Data to Differentiate Instruction</i>
<i>Sheltered Instruction Observation Protocol (SIOP) Model; Looking At Student Work: Planning the Instruction Students Need; Supporting ELLs in Development of Academic English; Effective Questioning (Bloom's Taxonomy); Development Student Tasks Aligned to CCSS</i>

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.).
Funding will be utilized appropriate to the professional development topic. Funding sources will include, but are not limited to, Title I SWP, Title III, Fair Student Funding Tax Levy Funds to pay for teacher per session and per diem, coaches, consultants, workshops, conferences, training.

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.).
<ul style="list-style-type: none"> o In May, Parent Coordinator and Kindergarten Teachers conduct a parent workshop on kindergarten readiness to support parents of Pre-Kindergarten students entering kindergarten the following September. o Throughout the school year, the Pre-K Social Worker and Family Worker hold workshops on a range of topics such as

The Common Core Learning Standards, Guided Discipline, Family Literacy.

- Parents of Pre-K students with disabilities meet with our school's IEP teacher, Parent Coordinator and School Social Worker to ensure that each child's needs are clearly identified prior to entering kindergarten

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.

- A School Local Measure Committee consisting of 6 members is trained on local measures of student learning options and makes a recommendation for the local measures of student learning for the school community.
- School Literacy Coach trains all teachers in the use of Fountas & Pinnell Benchmark Assessment to monitor student progress across the year.
- Teachers (with the support of the Literacy Coach and Math Coach) develop and/or select assessments to measure student learning before, during and after each unit of study.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

**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.

Bronx Little School Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 12	Borough Bronx	School Number 691
School Name Bronx Little 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 Mrs. Janice Gordon	Assistant Principal Steven Schwartz
Coach Greg Savitz, Literacy Coach	Coach
ESL Teacher Maria Santiago	Guidance Counselor Leah Wilson
Teacher/Subject Area Maureen Carson/SETTS/AIS	Parent Sonia ChambersII
Teacher/Subject Area Angie Maldonado, 1st Grade/ESL	Parent Coordinator Loida Guzman
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
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	1
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)	355	Total number of ELLs	34	ELLs as share of total student population (%)	9.58%
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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	8	5	4	3	2	5								27
Discrete ESL class		7												7
Total	8	12	4	3	2	5	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	11	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	18	0	5	7	0	3	0	0	0	25
Total	18	0	5	7	0	3	0	0	0	25

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	8	5	3	3	1	3	0							23
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1									2
TOTAL	8	5	4	3	2	4	0	0	0	0	0	0	0	26

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)	8		1		1	3								13

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								3
Advanced (A)	10	5		3	1									19
Total	18	5	2	3	2	5	0	0	0	0	0	0	0	35

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	0	0	0	0	5
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.

1. To assess the early literacy skills of our ELLs, various assessment tools such as Fountas & Pinell Benchmark Assessment, ELL Periodic Assessments, pre- and post writing assessments aligned to our school's ELA curriculum and EL SOL (Reading Assessment for Spanish speaking Ells) are implemented to monitor student progress and determine needs that should be addressed.

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

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

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

2. According to the results of the NYSESLAT of Spring 2013 (ELL students Grades 1-5), 15 of our ELL students are at the proficient level, 4 are at the advanced level, 3 are at the Intermediate level, and 5 are at the beginner stage of English language development. According to the results of the LAB-R of fall 2013 (newcomer Kindergarten ELL students), 5 of 8 newly admitted Kindergarten students are at the beginner stage of English language development, 0 of 8 newcomer kindergarten ELL students are at the intermediate stage of English language development. Spring 2013 NYSESLAT scores indicate that 52% of ELL students Grades K-5 reached a proficient level of English language development in Listening and speaking. 10% reached an intermediate level of English proficiency in Listening and speaking and 17% remained in a beginner stage of English proficiency. In Reading and Writing our ELL students performed as follows: 52% reached a proficiency level in reading and writing, 10% reached an intermediate level of English proficiency in reading and writing, and 17% are at a beginner level of English proficiency in reading and writing. Content performance data for 2013 reveals that 6 out of 6 students, performed at a level 1 in the ELA. On the State Math Test, 6 of 7 students performed at a level 1. On the State Science test, 3 of 5 student performed at level 1.

3. The implications for the school's LAP and instruction are as follows: Progress of our ELL students is carefully monitored by our RTI Team, and the team recommends maintenance of or revision of interventions accordingly. Supplementary support services during the regular school day (Academic Intervention Teachers), during extended day and in an ESL Saturday program are offered at our school. These services are specifically designed to build the reading, speaking, listening and writing skills of our ELLs. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA a week that integrates literacy and content-area instruction. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Proficient students are given the necessary support to help them make a more successful transition into the regular classroom setting. These students are serviced by a Literacy Support Teacher. A licensed special education teacher provides extra support to ELL

students with IEPs. Extended day instruction is provided every Monday-Thursday (37.5 minutes) for beginner and intermediate, advanced and newly proficient ELL students in Grades 2-5 who need additional support in Literacy and in the content areas (Ready New York CCLS for math and ELA are used to support students during extended day instruction).

4. It has become evident from data derived from various content-based assessments such as the NYS English Language Arts, Mathematics and Science Exams, ELL Periodic Assessments, pre-and post-unit writing assessments, end-of unit math assessments, classroom formative assessments and informal teacher observations that our ELL students need to develop and strengthen the academic language essential for success now and in college. 6 of 7 ELLs in grades 3-5 performed at level 1 on the New York State Math Exam, and intervention services are provided to support them in acquiring and using academic language in the area of math. Our school's AIS specialists focus on differentiating instruction in Math for ELL students who need math interventions. Textbooks in L1 are provided for students who are literate in their first language to supplement their English language textbook and/or to clarify key concepts. The ESL teacher pushes into classrooms during math to provide ESL support to beginner, intermediate, and advanced ELL students. Bronx Little School's push-in program offers ELL students content area instruction using ESL strategies and methodologies found in the sheltered instruction model (SIOP model). Glossaries in L1 and L2 are provided for classwork and homework in each content area. The ESL teacher and classroom teachers work collaboratively to plan and offer ELL students content lessons that involve practicing subject – specific language supported by the use of comprehensible input, continuous scaffolding techniques, teacher modeling, TPR, level-appropriate TIER questioning techniques and visual arts. ELLs at the Beginner level of English language acquisition are given 25% of instruction in Native Language Arts and provided Native Language Support when needed. Language Experience Approach utilizing the student's home language supports students in describing common experiences, translating those experiences into the target language, English, as a shared reading/writing experience that develops English vocabulary, phraseology and comprehensions. Through this scaffolded approach, students build literacy strategies in both languages.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Please see response above.
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](#))
Please see response above.
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?
Please see response above.
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](#).)
5. At Bronx Little School we understand the importance of early identification of at-risk ELL students and the need for evidence-based interventions. For this reason, our ELL students are carefully and regularly monitored using data from formal and informal assessments such as standardized State Exams (ELA, Math State Exam, Science State Exam), Lab-R, NYSESLAT Assessment, Fountis and Pinnell running records, ELL SOL (Spanish Running Record), Baseline, pre-unit and post-unit writing assessments, and end-of-unit math assessments. In addition, Fountas & Pinnell literacy benchmark data informs targeted follow-up instruction through the use of Gretchen Owocki's The RTI Daily Planning Book K-6 (TIER I and TIER II). Unit assessments found in the On Our Way to English Program measures our ELL students' development of their academic language in the 4 modalities (listening, speaking, reading, and writing).

Careful analysis of data collected from the above mentioned assessments is used to target student academic needs and to facilitate individualized instructional decisions based on those needs. Consequently, TIER I and TIER II interventions are recommended and put in place by an RTI team consisting of the Principal, Assistant Principal, Special Education Classroom Teacher, ESL teacher, Speech Therapist, guidance counselor, and an AIS specialist. Tier I interventions include guided reading, differentiation in small

group setting during math, science, and literacy activities, Fountas and Pinnell Phonics Lessons and Waterford Early Learning Software programs. Tier II interventions include Fountis and Pinnell Literacy Intervention Program and Wilson Program implemented by a qualified AIS specialist.

Most importantly, to help our at-risk ELL students reach common core learning standards, sheltered instruction methodologies are implemented in TIER I and TIER II settings using the SIOP model delivery system. SIOP practices include:

- *Content and Language objectives clearly defined for ELL students K-5 (TIER II setting)
- *Content concepts appropriate for age and educational background level of students
- *Supplementary materials used to provide a wide-range of entry points for student learning (e.g., visuals, manipulatives modified text, native language glossaries, vocabulary notebooks, realia, etc.)
- *Meaningful activities aligned to common core learning standards with language practice opportunities in listening, speaking, reading, and writing

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

6. At our school we understand that ELL students will likely need extra support to strengthen their academic language skills in English (L2) in order to successfully meet the challenges of grade-level curriculum and meet Common Core Learning Standards. Instructional decisions for ELL students are based on several criteria to ensure that our students' second language development is addressed during instruction:

First, at the beginning of the school year, all teachers working with ELL students are provided with information concerning their students' current proficiency level in English development. The data is collected from Lab-R, NYSESLAT, End of Unit assessments from the On Our Way To English Program, and from informal teacher observations. The ESL teacher also records ELL students' oral and written language proficiency using a Language Structures Checklist System that looks at how the grammatical features of ELL's speaking and writing typically develop at each proficiency level. End of unit assessments in the On Our Way to English program as well as regular content area assessments provide us with information about how our ELLs are using academic language.

Once our ELL students' language proficiency levels are determined, SIOP practices in lesson planning and lesson delivery are implemented. This includes a content objective and a language objective which addresses all 4 modalities of language development (listening, speaking, reading, and writing). Other sheltered instruction practices include checking for and building background knowledge before lessons, comprehensible input, TPR, visuals and manipulatives, scaffolding, academic vocabulary development strategies, and content area word walls in the target language (English). Most importantly, our ELL students are given ample opportunities for academic language practice using meaningful and rigorous activities appropriate for each ELL's L2 proficiency level.

This occurs in such practices as turn and talk and small heterogeneous group speaking tasks in the classroom and in the ESL Center. Academic Language development is also supported through sheltered instructional methods such as scaffolding, vocabulary development using academic vocabulary notebooks, modified text, graphic organizers, and computer software.

In addition, all teachers are trained to plan for scaffolded questioning techniques (building up from level 1 depth of knowledge to Level 4 depth of knowledge), to utilize sufficient wait time after asking questions and to use consistent and content-correct language (both spoken and written).

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?

7)At the present moment our school does not offer dual language or transitional bilingual programs due to no parental request.

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

8) According to data from the NYSESLAT assessment the trend at our school is that ELL students enrolled at our school since kindergarten are reaching a proficiency level in the target language English in a period of 2-3 years. This trend has been consistent for the past 6-7 years.

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](#).)

ELL IDENTIFICATION PROCESS

1) The process of initially identifying students who may possibly be English Language Learners begins with informal oral interviews in English and in the native language of all in-coming students to administer the Home Language Identification Survey. Oral interviews are conducted by our licensed ESL teacher, Ms. Santiago. Based on the results of the Home Language Identification Surveys, Ms. Santiago administers the Language Assessment Battery-Revised (LAB-R) within the first ten school days for those students whose home language includes one or more languages other than English. The Spanish LAB is available for students who are monolingual in Spanish.

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

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.

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

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

All home language surveys are placed in student Cum Folders and stored in a secure location in the school building. Copies of parent home language surveys and letters are securely stored in a locked filing system located in the school building. Copies of these documents are placed in an ESL binder also in a secure location. All school staff are informed that these secure materials may not be removed from school building.

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.

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

4) Parents who choose a program other than ESL are assisted in finding a place for their children in a community school that provides such services. After the Parent Selection forms are returned to the ESL teacher, Placement Letters (in the parents' languages) are sent to parents indicating the official placement of the student in the program of choice. Non-Entitlement letters (in the parents' languages) are sent to parents of those students who reached a proficiency level on the NYSESLAT assessment.

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.

5) The Elementary and Secondary Education Act (ESEA) requires that the language arts proficiency of all English language learners (according to Part 154) be tested annually.

ELL students K-5 including ELL students w/IEPS are administered the NYSESLAT on a yearly basis until proficiency is attained evident in the score achieved on NYSESLAT assessment. The NYSESLAT assesses four language modalities: Listening, speaking, reading, and writing. Eligibility for NYSESLAT administration is determined by the RLAT report in ATS.

At Bronx Little School the administration of NYSESLAT assessment is given the same importance as the New York State Content Exams. First, upon arrival of NYSESLAT testing materials are stored in secure location in the building. Staff members understand that test booklets must remain sealed until the day of test administration. Access to the test materials is restricted to ensure that test security is maintained. The only materials allowed to be used before test administration date is the test administrator's manuals with testing instructions. Administrators of the NYSESLAT are instructed to read this manual before the day of test administration, so they are familiar with proper testing procedures. A separate location is designated in which walls are covered to ensure the integrity of the assessment. On the day of the test a sign is placed on the door that reads, NYSESLAT Testing Do Not Disturb. The administrator records the starting and ending time of test although the test is not timed. Students are not allowed to use glossaries or any other aid during this test. Students are not allowed to speak to each other or to provide each other with answers during the test. The administrator of the test must not share answers with students or help students in any way in the completion of the NYSESLAT assessment. After all 4 modalities are administered for grades K-5, the NYSESLAT assessments are stored in a secure location in the school building.

For administering and scoring the speaking subtest:

- *Someone other than student's teacher is assigned to administer and score test
- *Student's teacher administers the test while a disinterested teacher in the room listens to and scores the student's responses
- *Student's teacher and other administers the speaking test and records the student's responses. Subsequently, the recording is scored by a disinterested teacher.

For administering the writing subtest;

*Constructed response questions must be scored by a committee of teachers. No teacher of ELL students may score any of the constructed questions in that student's writing subtest booklet.

The NYSESLAT begins with the speaking subtest administered to individual students by a teacher other than student's teacher. The listening, reading, and writing subtest may be administered in small group settings according to grade.

Testing accommodations such as use of glossaries are not permitted for the NYSESLAT assessment. However, testing accommodations for students with disabilities are provided according to NYSESLAT policy guidelines in administrator's manual.

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](#)
 - 6) At Bronx Little School, Free Standing ESL is the only program available due to the small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. Over the past few years, only 2 parents selected a choice other than free-standing ESL programs; both selected transitional bilingual programs. One was the parent of a fifth-grade student, and the other was the parent of a kindergartner. Both parents opted to have their children remain at our school in a free-standing ESL program rather than transfer to another community school with a transitional bilingual program. Transitional Bilingual Education will be considered in the future in the event that 16 parents or more choose said program.

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

2. 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)?
 2. and 3. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA instruction per week that integrates literacy and content area instruction aligned to the common core learning standards. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Guided Reading, Minilessons, Reading Workshop, and Writing Workshop). Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is often delivered to our ELLs in Thematic Units of study gives our ELLs multiple opportunities to learn and use the academic language, develop content-area knowledge, and increase their literacy skills. Our ELLs students participate in collaborative group work. The groups consist of ELLs with different L2 proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of resources available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development. The Sheltered Instruction Observation Protocol (SIOP) is used as a model for all instruction. The units of study in our school curriculum include guidelines for differentiating instruction for ELLs as described in The RTI Daily Planning Book K-6 by Gretchen Owocki.

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.

Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Guided Reading, Minilessons, Reading Workshop, and Writing Workshop). Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is often delivered to our ELLs in Thematic Units of study gives our ELLs multiple opportunities to learn and use the academic language, develop content-area knowledge, and increase their literacy skills. Our ELLs students participate in collaborative group work. The groups consist of ELLs with different L2 proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of resources available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development. The Sheltered Instruction Observation Protocol (SIOP) is used as a model for all instruction. The units of study in our school curriculum include guidelines for differentiating instruction for ELLs as described in The RTI Daily Planning Book K-6 by Gretchen Owocki.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are evaluated in their native language using EL SOL, which is a performance assessment designed to help teachers measure and monitor the literacy development of Spanish speaking students K-5. Writing samples and end of unit math assessments are also given to newcomer ELLs in their L1 Spanish and evaluated by the ESL teacher who is Spanish speaking.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities of English acquisition throughout the year as follows:

 - *NYSESLAT results (Listening, Speaking, Reading, and Writing)
 - *End of unit assessments found in the On Our Way to English, Rigby (4 modalities are assessed including literacy skills)
 - *Language Structures Checklist (Helps monitor student's grammar development in L2 English, paying attention to how

students

use the language authentically)

*Analysis of writing samples

*Analysis of academic language use found in math assessments

*Informal observations of ELL students using language structures and academic language during group speaking activities

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 there are no SIFE students at Bronx Little School, but an individual intervention plan will be developed for any SIFE student if the need arises in the future. Our ELL students who have been in the US for less than three years are given 360 minutes of ESL per week. Also, newcomers are included in our extended day program Monday - Friday from 2:20 - 3:00. The purpose is to provide our newcomers with additional English language instruction in the content areas and literacy in order to help them strengthen their academic language and help them perform at the level of their English proficient peers. In addition, our newcomer ELLs are encouraged to use their native language as a bridge towards the transition into English. These students are encouraged to read and write in their native languages during ESL instruction and when they are in their regular classroom settings. Our newcomers and their parents are also provided with lending library books in their native language (Spanish or Bengali) to encourage literacy at home. ELLs who require extended ESL services (ELLs receiving services 4-6+ yrs) are closely monitored and provided with extended day instruction to further support their academic and language development. An AIS support teacher provides extra support to ELL students with IEPs. Extended day instruction is provided for these students. All ELL student groups previously mentioned are encouraged to participate in our Saturday ELL Academy Program including proficient ELL students.

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?

The instructional strategies and grade-level materials used by teachers of ELL-Students With Disabilities that provide access to academic content areas and accelerate English language development are the following:

*Small group instruction that provides ELL students for sufficient opportunities to use academic language

*Graphic organizers (i.e., KIP graphic organizer for content words)

*Vocabulary development (academic vocabulary notebook/binder using methodologies from John Marzano)

*TIER I/RTI highly affective instruction

*Leveled books for independent reading

*Text that is modified and adapted to grade level

*SMART Boards with grade appropriate technology

*TPR (Total Physical Response)

*Content area word walls

*Tony Stead's, Explorations in Nonfiction Writing (ELL support section grades K-5)

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?

In order to help diverse ELL-SWDs achieve their IEP goals and attain English proficiency within the least restrictive environment flexibility in curriculum, instruction, and scheduling is used as follows:

Intervention specialists and the ESL teacher visit ELL students with disabilities throughout the week to support said students during content instruction in order to help these students meet common core learning standards. ESL methodologies are implemented during these push-in sessions while teaching academic content in a small group setting in the classroom.

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

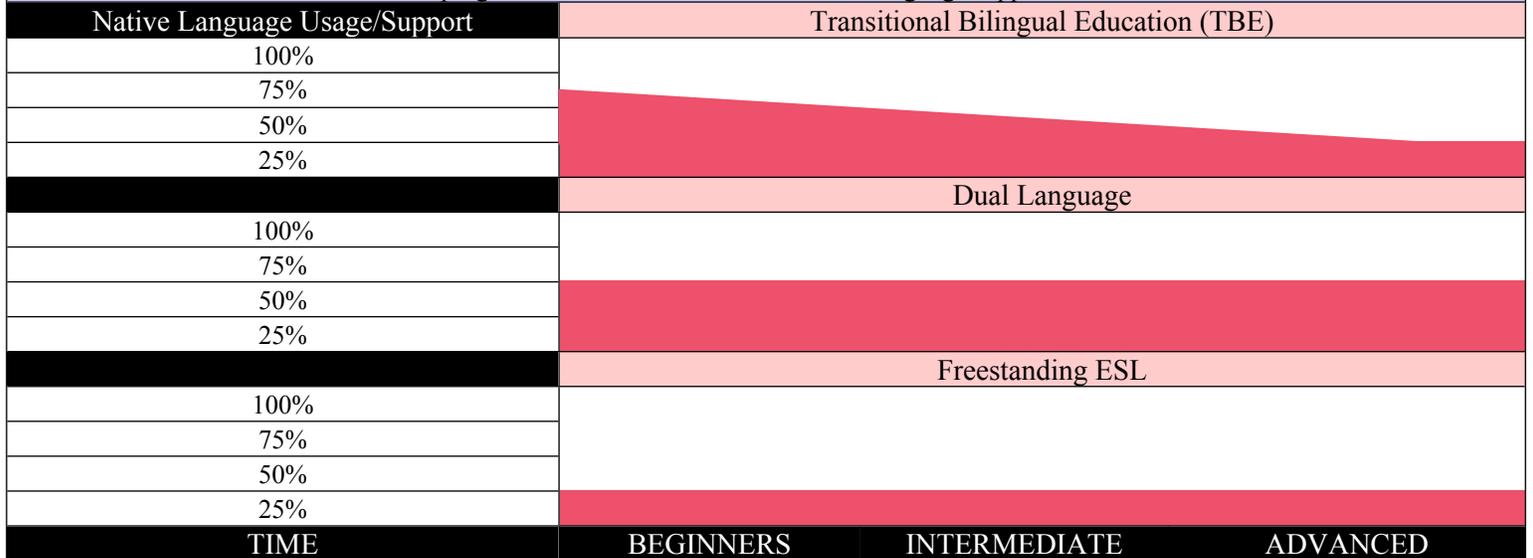
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- 9) Bronx Little School's targeted intervention programs for ELLs in ELA, math, and other content areas are:
- *The Wilson Phonics Program - Special Education ELL students
 - * Fountas and Pinnell Literacy Intervention Program - ELLs with IEPs, ELLs receiving services 3-6 years
 - * Literacy Intervention Teacher - Proficient ELL students
 - * Saturday Academy for ELLs (Grades 1-5) - Math & ELA aligned to common core learning standards/SIOP Methodology
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 10) The effectiveness of our current ESL program is evident in the number of ELL students reaching a proficiency level in the target language, English. According to the NYSESLAT results of Spring 2013 19 of 34 ELL students enrolled in our ESL program reached a proficiency level in said assessment. Of the remaining 15 students, 9 moved up at least one proficiency level. Two of our teachers are certified ESL/Bilingual teachers. One of our certified teachers provides student services through a push-in/pull-out model. The other is a first-grade teacher whose class consists of a cluster of English Language Learners. Both of our ESL teachers are trained in the SIOP model and train our classroom teachers to use the SIOP model. Our ESL teacher supports the classroom teachers through articulation and co-teaching (during push-in) to ensure that all teachers are using best practices for language acquisition and content access for ELLs. Word walls in all classrooms contain both text and pictures/diagrams. Teachers identify language objectives for content area lessons to scaffold learning for their ELLs. All classroom teachers include differentiation strategies for ELLs and SWDs in their lesson plans. In addition, two teachers (one special education and one general education) are currently working towards certification in ESL and expect to have certification in June, which will double the number of certified ESL teachers to support both students and teachers in implementing best practices for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- 11) We plan to continue our Saturday academy for ELL students (including a parent ESL component) and to incorporate opportunities for field trips in the program to build experiences that support language development.
12. What programs/services for ELLs will be discontinued and why?
- 12) NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 13) ELL students (present and former ELLS) are encouraged to participate in all after school programs, including sports activities. Letters are sent home to parents in their home language inviting their child to join. Title III Saturday Academy for ELL students, which includes an adult ESL class for families of ELLs, has resulted in high participation by ELL students and parents. For the first time this year, our school is partnering with KidsCreative and Roads to Success in providing an afterschool program that offers academics, character building, sports and the arts. The program is available to all students, including ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 14) ESL English language arts instruction is differentiated through the use of a variety of materials including On Our Way to English Program, Reader's Theater, leveled books (Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a reader's theater program to help them with reading fluency and vocabulary enrichment. These materials are available to meet the needs and differentiate learning for our students. Also, dual-language books are available in Spanish/English and Bengali/English to address the needs of the Spanish and Bengali dominant students and to support literacy learning at home. A Spanish language lending library is available with the assistance of our parent coordinator and student council, so our Spanish-speaking parents can read with children at home in their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- *Content area glossaries
 - *Assessments of L1 using EL SOL (Running Record in Spanish)

*Math assessments given in spanish

*25% Native instruction offered to new comer ELLs based on Common Core Learning Standards

* Homework assignments translated in L1 for Parent convenience

*Books for independent reading in studens' L1

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16) At Bronx Little School ELL students participating in the ESL program are grouped according to grade and heterogeneously according to language proficiencies. ESL instruction delivered corresponds to each grade's core learning standards, ELA Standards , and ESL standards. The On Our Way to English Program is also delivered to our ELLs according to grade.

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.

17) New ELLs at Bronx Little School are given a tour of the school and are taught survival language skills upon arrival. The classroom teacher is given a Survival Language Tool Kit which she uses to communicate with her newcommer ELL student. Our new comer ELL students are also provided with modified homework and books in their native language for independent reading. These students are also given a partner (most likely a proficient ELL who speaks the new comer's first language). Our ELL students are encouraged to participate in our Saturday Academy for ELLs program in which newcommer ELLs receive Specialized ESL instruction to help them become acquainted with the new culture and to develop the basic survival language needed in the target language- English.

18. What language electives are offered to ELLs?

18) NA

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

19) NA

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.

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

- * The ESL Teacher/Coordinator attends workshops in ESL methodology and best practices throughout the school year and shares information with classroom teachers and other staff members working with ELL students.
- Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.
- Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of our ELL students. Three teachers will attend a full day SIOP professional development workshop on

Saturday, November 9, and will turnkey what they learn to colleagues.

- Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction through SIOP methodologies.
- Weekly emails that describe best practice and research-based strategies for ELLs are sent to all teachers.
- Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices. Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.

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?

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

We use the data from our Learning Environment Surveys to determine where to focus our parent outreach and how to meet the needs of our students' parents. Our Title I representative sends out surveys to parents to determine parent preferences for expenditures of Title I parent involvement funds. The survey is translated into parents' home languages. Our school website offers parents information on school events, curriculum, and parent involvement opportunities.

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

Our Parent Coordinator informs parents about Adult ESL and Native Language GED classes available to them free of charge in the community. All students are provided NY Public library cards, and our librarian hosts a public library information session for parents each year.

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: Bronx Little School

School DBN: 12x691

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janice Gordon	Principal		10/30/13
Steven Schwartz	Assistant Principal		10/30/13
Loida Guzman	Parent Coordinator		10/30/13
Maria Santiago	ESL Teacher		10/30/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 12X691

School Name: Bronx Little School

Cluster: 5

Network: CFN534

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

Part A: Needs Assessment Findings

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

Upon registration, the parent/guardian of every child is interviewed to determine if their child is a first-time admit to a school to the New York City Department of Education. If the determination is yes, the parent/guardian is interviewed by a pedagogical member of our staff to determine their home language and preferred language for communication using the Home Language Survey. If the child is new to our school, but not new to the NYC DOE system, we determine the family's preferred language through the ATS system (RAPL report). Via the Home Language Survey and ATS (RAPL), we determine each parent's/guardian's language preferences for home-school communication (written and oral). The student's previous school is contacted to confirm that a signed Home Language Survey is contained in the student's cumulative record.

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.

According to the data obtained from the sources noted in the previous paragraph, breakdown of parents' home languages is as follows: Out of a total of 372 students, 1 family speaks Afrikaans, 1 speaks Albanian, 3 speak Arabic, 17 speak Bengali, 229 Speak English, 1 speaks French, 1 speaks Fulani, 1 speaks Slovak, 118 speak Spanish.

A copy of each completed Home Language Survey is placed in the student's cumulative record folder. Teachers are instructed to refer to the Home Language Surveys to learn what the preferred languages of their students' parents are.

Copies of all documents and school communication back-packed and/or mailed home are made by our School Aides. School Aides are informed by our Parent Coordinator how many copies in which languages are required by each teacher, and that information is posted near the

copier.

On each student's blue emergency card, the parent/guardian preferred language is recorded.

Part B: Strategies and Activities

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

All written correspondence (including but not limited to monthly newsletters, calendars, school notices, flyers, parent handbooks, report cards) is translated into parents' primary languages in-house by school staff. In addition, our school website provides parents/guardians with the option to read all documents and notices posted in their preferred language.

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

Currently, all oral interpretation services are provided in-house by school staff and/or parent volunteers. Oral interpretation is provided at all parent meetings, parent orientations, special assembly programs, parent workshops and at all parent-teacher conferences. Our Parent Coordinator is bi-lingual (English/Spanish) and is available to interpret at the events listed in the previous sentence. As the data above indicates, Spanish is the second most preferred language among our parents. We have several Bengali parents who have volunteered to interpret at meetings and events.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Little	DBN: 12X691
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Part C: Professional Development

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

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

Begin description here:

Part D: Parental Engagement Activities

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

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

Begin description here:

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

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